KALIKA YATNA: PREMISE AND PRACTICE

A Programme Evaluation Report

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
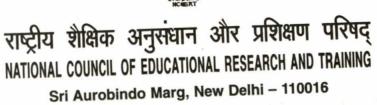
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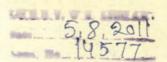
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Printed on 130 GSM Art paper

FOREWORD

The State of Karnataka had embarked upon an initiative commonly known as Kalika Yatna for improvement in the quality of learning of children implementing innovative techniques such as integration of curriculum, professional development of teachers, enhancing pupil participation and focusing more on processes of learning rather than outcomes alone.

The Government of Karnataka approached us for conducting an evaluation study of Kalika Yatna Programme: A Learning Initiative, implemented in Karnataka in April 2008. The request was positively considered and subsequently Terms of References were worked on, shared and finalized in September 2008. The programme evaluation study was initiated after sharing the design with the stakeholders in a meeting at Bangaluru. The study was envisaged to examine certain agreed-upon research questions about the efficiency and effectiveness of Kalika Yatna on various parameters with a view to examining the perceptions of various stakeholders, finally highlighting the strengths and weaknesses of the programme and providing with suggestions for up-scaling, if considered. The study was conducted following the latest models of programme evaluation at International level. After the completion of the field work, a draft report was shared with the officials and stakeholders in the State of Karnataka on 20 January 2010. Their observations and suggestions were taken on board while finalizing the report for public consumption.

I feel extremely pleased in handing over the report to the Government of Karnataka who may utilize the findings of the programme evaluation study in the manner they deem fit.

It is hoped that the report will stimulate discussion and deeper understanding of the phenomenon of teaching-learning processes in the context of quality of education at elementary stage.

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July 1, 2010

ACKNOWLEDGEMENTS

Kalika Yatna

ABBREVIATIONS

DIET	-	District Institute of Education and Training
EVS	-	Environmental Studies
GHPS	-	Government Higher Primary School
GLPS	-	Government Lower Primary School.
JPF	-	Junior Project Follow
KSQAO	-	Karnataka School Quality Assessment Organisation
MAYA	-	Movement for Alternatives and Youth Awareness
MOU	-	Memorandum of Understanding
NCERT	-	National Council of Educational Research and Training
NGO	-	Non Governmental Organsation
SDMC	-	School Development and Monitoring Committee
SPD	-	State Project Director
SSA	-	Sarva Shiksha Abhiyan
TORs	-	Terms of Reference

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BACKGROUND

The Kalika Yatna Project: A Description

Kalika Yatna is a project implemented in Bilikere cluster in Mysore district of Karnataka. The project is being implemented by Prajayatna, a Non Governmental Organization in collaboration with the Sarva Shiksha Abhiyan (SSA), Karnataka. This section presents a brief description of the project. Much of the information here is obtained from various documents prepared by the Partner Non-Governmental Organization (NGO), and discussion with the officer-in-charge, Kalika Yatna. Relevant material/documents are appended to the report.

Background and Conceptualization of the Project

This project was conceptualized by MAYA (Movement for Alternatives and Youth Awareness). MAYA is a Karnataka–based, development and teaching organization working for more than 15 years to address children's rights, with a specific focus on the eradication of child labour.

The experience gained by them in building institutional capacities of communities in organizing and supporting the communities own facilities has convinced them of the approach, that community ownership of any issue forms the basic premise to initiate any engagement with communities and develop further in enhancing their capacity. Prajayatna, which is an offshoot of MAYA, is interested in bringing educational reforms. The basic assumption of Prajayatna is that any change in the educational system can be brought about only if the stakeholders get involved in the process of education. Shikshana Grama Sabhas are hence run to mobilize the community. A Shikshana Grama Sabha is a village level meeting on education where a community level dialogue is facilitated on critical areas of concern pertaining to the local school and necessary action to be taken. Prajayatna is presently working in several districts of Karnataka and the organization has facilitated over 2000 Shikshana Grama Sabhas. From these field experiences that the Prajaytna team had with communities prior to the year 2005 it was recognized that the entire learning approach needs to be redefined at various levels and with various stakeholders vis-à-vis the new learning approach.

The learning initiative Kalika Yatna was introduced under the lab area concept of the District Institute of Education and Training (DIET). This was considered appropriate because DIETs were the key institutions who could provide the logistical and technical support for such an initiative, where in an entire new approach of learning had to be developed. In this new learning approach

- teachers have the freedom to formulate their own curricular plans;

- children would not be tested for what they learn but more on how they learn, and most importantly,

- where children learn from each other and their environment rather than limiting learning to the 'information' provided by teachers and text books.

This initiative was not to replace the system but to work with it. Hence, a Memorandum of Understanding (MOU) was prepared and executed at Bangalore city on 21 September 2005 between the State and the NGO under reference. As per the MOU, State proposed to take up the responsibility of providing necessary

finance, infrastructure, teachers, cluster resource persons, block resource co-coordinators and oth
educational administrators depending on the project needs. The NGO proposed to collaborate with th
District Project Officer (DPO)/ Deputy Director of Public Instruction (DDPI) (Administration), Myso
district in developing and facilitating the entire approach in three yearly phases based on the findings ar
experiences of the first year.

The project is an initiative addressing quality in elementary education. It envisages facilitating ar pu
consolidating stakeholders' ownership of education by working with existing educational system ar
proposes a capability based approach to facilitate relevant learning in government primary schools.

Kalika Yatna was implemented for standards I, II and III in the year 2005-06. It was extended to standa
IV in 2006-07 and to standard V in 2007-08. Hence at the time of evaluation, all children, from standard
to standard V had received at least three years of input of the learning initiative.

Teacher Education Process

Any innovation brings with it a change in the present practice. Teachers in the present system require re
orientation and empowerment for them to articulate and practice the change. For any field leve
implementation in the educational sector, teachers need to be empowered to develop capacities to manag
and facilitate student learning. This also enables teachers to develop a sense of ownership in their learnin
environment where teachers demonstrate initiative and originality especially in connecting to children an c
creating curriculum and planning activities. One of the beliefs in this project with regard to teacher educatio
is that instead of organizing teacher training programmes in the way they are done traditionally, there th
should be teacher empowerment through the cluster level teachers' collective meetings.

In Kalika Yatna, teachers are directly engaged in the planning of and reflection on curricular learnin
experiences for their students. Teacher support is different in the learning initiative in that teachers develop
and engage in forums to share individual successes and challenges. The teachers' collective is a plac
where teacher learning groups meet and collaboratively engage in a process towards understanding how
their students learn. Based on their own experiences, teachers develop ways to draw from the strength
of their facilitation skills, address the challenges they face in their specific learning environments, review
and adapt learning plans, and generate feedback. By meeting with other teachers at a cluster leve
teachers are better able to facilitate student learning.

A typical teachers' collective meeting will have following items of agenda (Prema, 2006)

- Sharing of the month's work by all teachers

- Planning for the next month- selection of theme and related concepts, preparation of worksheet

- Discussion on 'concept facilitation process', planning, and organizing 'whole group' activities
  planning and organizing 'learner group' activities, planning and organizing individual practice time

- Setting objectives and selecting suitable learning experiences for the students, integrating subjects
  discussion on observation of students and how to assess and report the students' work

- Demonstration classes in the afternoon session of collective meetings and reflection on variou
  aspects, to help teachers to consolidate and expand their learning

Working out strategies to face the challenges within and outside the classrooms.

acher Empowerment Through On-Site Support.

e State functionaries and NGO team members visit the schools based on a schedule planned by them. eir attempt is to visit all schools during a period of time. This visit is with different purposes. One of the rposes is capacity building and empowerment

e other functions of the visits are as follows

i) Support teachers' efforts in classroom process like forming groups and conducting activities

ii) Demonstrate how to build relevant contexts to introduce concepts

iii) Make notes on the observed students' behaviour to sensitise teachers about students

iv) Enable reflection on the teaching learning process, providing feedback on the session observed

v) Replace the teacher so that the concerned teacher could attend teacher collective

rocess of Community Mobilisation

/hile working with communities appears to be a challenging task, Prajayatna believes that when ommunities are enabled to take part in the functioning of schools, they begin to see the school as an ategral part of their communities. It is accomplished through interactions with their children about what ey have learned, functioning of the School Development and Monitoring Committees (SDMC) and improvements initiated by SDMCs to school infrastructure, or other areas of concern. This concept of wnership moves communities to another level of understanding about how teachers, parents, and children an relate to school in a more meaningful way. This concept of ownership moves communities to another evel of understanding about how teachers, parents, and children can relate to schools in a more meaningful vay.

As a result, communities develop a heightened potential to define, discuss, and decide on a course of action when faced with challenges. Communities that Prajayatna has worked with frequently use Shikshana Grama Sabhas–education committees at Gram Panchayat/taluk level–as forums to do this. In such settings, teachers and parents are enabled to identify challenges related to mid day meals, infrastructure, or other school resources. While discussions in these structures are rich in terms of identifying key areas for improvement in the school, other areas like defining the problems and delegating responsibilities and aspects of actual classroom processes -learning and assessment-are not addressed sufficiently. Prajayatna sees Kalika Yatna as an initiative and an opportunity to prepare stakeholders to begin dialoguing about the process of learning.

As an integral part of initiating a dialogue with the community, along with the discussion with the teachers, Kalika Yatna had set in motion certain preliminary processes with the community. A consultation process was organised for three days in the three Gram Panchayats that comprise Bilikere cluster. 125 SDMC members participated in the process.

Currently in the programme, *learner portfolio* - weekly files of what children have done in the classrooms- is sent to the parents to keep them informed about the classroom processes and how children are involved in them.

Curriculum Development and Classroom Processes

Curriculum is the sum total of all the experiences provided in a school. It must enable the children to a[...] independently in their learning experiences and help them to make meaning of the world around them [...] an organic way.

Traditionally, the content of learning has been understood and presented as the broad disciplines [...] mathematics, language, science, and social science. It is contented in Kalika Yatna that the prese[...] curriculum has been drawn from a rigid framework that overlooks possibilities for learning that can com[...] about from the interplay of subjects, different age groups, and cognitive, affective (emotional), an[...] psychomotor domains of development. It is considered that re-interpreting the existing curriculum into a[...] integrated one would enable teachers to plan coordinated learning experiences. Teachers would hav[...] flexibility in adapting the curriculum to meet the learning needs and interests of students.

Reconsidering the curriculum as an integrated curriculum would address a number of curricular aspect[...] that are presently seen as separate components. The kinds of integration addressed in Kalika Yatna are[...]

- Integrating subjects across concepts – concepts from mathematics, languages, and environment[...] studies are dealt within the theme chosen locally

- Integrating domains - cognitive, affective and psychomotor

- Integrating curriculum across all components of the curricular learning experiences - objectives[...] concepts, learning activities, learning outcomes, materials (resources)

- Integrating curriculum across classes (I-V)

In this learning initiative, teachers engage students in processes through which they organically develo[...] an understanding of the objects and events in their contexts. The focus of content is primarily on concep[...] development in terms of developing key information, recognizing the attributes of a particular concep[...] relating concepts to one another, and relating concepts to themes.

Concept Facilitation

Concept mapping is the process through which students engage with the content. It is a process throug[...] which a student conveys his/her personal understanding of a concept (object or event) in a contex[...] referred to as the theme. Similar and contrasting information is used to categorize concepts and linkage[...] are drawn to state relationships across concepts. The connectivity across subject areas is proposed t[...] be recognized and developed through concept mapping in Kalika Yatna. Concept facilitation in Kalik[...] Yatna is visualized to take place in a sequence of steps. Sample concept maps used in the learning[...] initiative are presented in appendix 14.

Classroom Processes

A positive classroom climate ensures learning at optimum level. The classroom process must be learne[...] centered to encourage students to interact with each other to build ideas, form opinions and learn new[...] information. By arranging students in groups, teacher creates more opportunities for students to engag[...] with each other, which would enable them to take more initiative in their learning by using each other a[...]

resource. During teacher collective, the teachers are equipped sufficiently to contextualize the learning process to suit the needs of their students. Teacher has the copy of the theme and its related concepts. She may choose any of the concepts from the list and has the freedom to follow any sequence.

Kalika Yatna proposes organizing of traditional learning content around themes and utilizing whole language approaches in keeping with the developmental levels of primary children. It believes that learning should take place in a context meaningful to children; be relevant to their lives; and allow them to take active roles, engage in many self-selected activities, and utilize multiple mind/body functions. This approach builds on the natural ways in which children relate to and process information and how teachers can facilitate such an engagement.

Children in a typical Kalika Yatna class will be engaged in any of the three processes- Whole Group, Learner Group and Individual Practice Time. Learner and teacher roles and activities as visualized in Kalika Yatna are presented in Appendix.7

It is envisaged in Kalika Yatna that the teachers are given feedback by the project staff and the officials of the department. The observation proforma used by the Kalika Yatna team is appended to the report Appendix 17.

Process of Assessment and Feedback

It is believed in Kalika Yatna that assessment should focus on collecting and assessing progress based on a range of student work, rather than periodically quantifying the quality of student work as it enables students to develop confidence in their abilities, self assess the progress they are making, and improve their skills based on relevant feedback. In Kalika Yatna the learning process is also the assessment process.

Key principles of feedback process in Kalika Yatna are:

- Feedback is a collaborative process in which teachers, students, and parents participate (i.e. validation of the learner profiles)

- Feedback given to learners has to be given in a manner that furthers student learning. This is done through descriptive learner profiles and not grades, which unfairly compares students to each other

- Feedback has to be understood by the learner

- Feedback should not state what a child knows—it should document indicators of cognitive and information processing skills (i.e. whether the child is capable of applying and synthesizing information)

- Learning (assessment) should cater to individual learning styles and how an individual can move towards achieving learning outcomes. This should take place in an open-ended and flexible manner

- Additionally, the nature of the feedback should tell us about the quality of learning (assessment) practices. The feedback and practices inform us about the effectiveness of curriculum design, development and delivery, teacher training and programme accountability.

Documentation and Reporting

Student learning is documented in the form of teacher observations and reflections, student work, and parent observations. Student work is developed and organized in the form of ongoing and reflection portfolios. The purpose of the ongoing portfolio is to document learner movements towards learning outcomes. Consolidating documentation of growth in a consistent and holistic manner provide a strong basis to understand capabilities that learners have developed over time.

Reflection portfolio allows for students to select representative work that conveys their own understanding of their capability development toward learning outcomes. Teachers will help children file their weekly work in a separate folder. This folder will be sent to the parents every week for reviewing. Student learning will be formally reported at the end of each trimester in the form of student profiles based on the student's portfolio and teachers' observation record.

SECTION II
THE EVALUATION STUDY AND ITS METHODOLOGY

Background and Commissioning of the Study

Kalika Yatna, the learning initiative which is a government-NGO (Praja Yatna) partnership in improving the quality of elementary education, was in place in the Bilikere Cluster of Hunsur Block of the district of Mysore for about three years and the SSA-Karnataka had to take a decision about its upscaling. It was considered that an evaluation study would help in such a decision. The Department of Elementary Education, NCERT, New Delhi was approached by the SSA-Karnataka with a request to undertake the evaluation. Accordingly, a team was constituted within NCERT for the evaluation. The team visited the SSA Karnataka and the Bilikere cluster, interacted with the officials of the State and the NGO, the teachers and students in the project area schools before arriving at an evaluation framework. A copy of the Terms of References (TORs) for the evaluation study is available in appendix 1. It may be mentioned here that from the outset the evaluation was conceived as a collaborative work of the SSA Karnataka, Department of Elementary Education (DEE), NCERT and the Praja Yatna.

Objectives of the Study

The evaluation was undertaken with the following objectives :

1. To ascertain the efficacy of the processes in Kalika Yatna with special reference to

    - integration of curriculum (Language, Mathematics and Environmental Studies (EVS)) in planning and organization of concepts/content and their delivery in classrooms,

    - strategy for teachers professional development vis-à-vis tasks expected of them

2. To assess the level and quality of participation of students in classroom processes, self learning activities, individual and group activities, out of school programmes and assessment processes.

3. To examine the extent and level of academic/professional support provided by project staff to schools and teachers during implementation of the project.

4. To study the effectiveness of Kalika Yatna efforts on the learning levels of children in reference to KSQAO's achievement surveys.

5. To examine the effectiveness of Kalika Yatna approach in respect of the perception of teachers and parents/SDMC/community members.

6. To examine the salient features (best practices) of Kalika Yatna approach which have the potential for integration into existing classroom practices.

7. To suggest means and ways for up scaling Kalika Yatna in respect of enhancing quality of elementary education.

Evaluation Questions

The following evaluation questions were to be answered through this evaluation study:

1. What is the efficacy of the process of Kalika Yatna processes with regard to integration of curriculum (language, Mathematics and Environmental Studies (EVS)) in planning and organization of concepts/content and their classroom delivery?

2. How effective is the Kalika Yatna strategy in respect of teachers' professional development and the tasks expected of them?

3. How effective is the academic and professional support extended by project staff to the schools and teachers in implementation of the project?

4. What is the effect of the Kalika Yatna efforts on learning levels of children?

5. What is the perception of teachers, parents, SDMC members and community towards Kalika Yatna approach?

6. What are the best practices in Kalika Yatna approach that can be integrated into existing classroom practices?

7. Whether the Kalika Yatna efforts are worth up scaling? If so, what could be the ways and means for up scaling Kalika Yatna with a view to ensuring quality elementary education for all?

The objectives and research questions were finalized in consultation with the SSA Karnataka, the officials of the department and the members of the NGO since from the beginning the evaluation had to be of a collaborative nature if it had to be relevant for the purpose and useful for enhancing the quality of the initiative.

Sample and Sampling Procedure

The learning initiative is implemented in one cluster of Mysore district, whereas, the other clusters in the district have another state wide learning initiative namely, Nali Kali. It was decided to use an adjacent cluster with similar socio-economic context of children as a counter factual group for comparison of achievement levels to evaluate the effect of the initiative on learning levels of children. In consultation with the officials of the department and the NGO members, it was decided to take Government run schools in Yelawala cluster as counter factual group. For the purpose, it was also decided to represent both the higher primary and the lower primary schools. School was the unit of sampling. Children of standards III and V, their teachers and the Head Teacher, and the community constituted the sample. It was planned to take sixty students from classes III and V and five teachers each. It was also decided to have community members belonging to the schools. The schools were selected randomly from the total number of 22 Kalika Yatna schools. The list of schools and teachers is provided in Appendix 3.

An additional set of five schools was also selected for the purpose of teacher perception and classroom observation. Students of standard VI, who had undergone the Kalika Yatna learning initiative for three years and who were now undergoing upper primary education through Nali-Kali were used to make a study of student perceptions of the relative efficacy of Kalika Yatna. The sample plan for the study is given in table 1.

Table 1 Sampling Plan for Counter Factual Comparison

KALIKA YATNA SCHOOLS (BILIKERE CLUSTER)						NON-KALIKA YATNA SCHOOLS(YELAWALA CLUSTER)		
Name of the school	Students		Teachers		HM/HT	Name of the school	Students	
	IIIrd	Vth	IIIrd	Vth			IIIrd	Vth
GHPS Bilikere	30	20	1	1+1	1	GHPS Yelawala	20	20
GHPS Danuganahalli	13	20	1+1	1	1	GHPS Chikkegowdanakoppalu	20	20
GLPS Kanahalli	5	9	1	1	1	GLPS Kamanakoppalu	10	10
GLPS Koodanakoppalu	12	11	1	1	1	GLPS Karakanahalli	10	10
TOTAL	60	60	5	5	4		60	60
Additional Sample Drawn from Kalika Yatna Schools								
GHPS Chikkadanahalli	11	7	1	1	1			
GLPS Boochahalli	5	4	1	1	1			
GLPS Dastikola	10	2	1	1	1			
GLPS Devarahalli	5	3	1	1	1			
GLPS Mallinathapura	16	21	1	1	1			
TOTAL	47	37	5	5	5			
GRAND TOTAL	107	97	10	10	9			

Tools and Techniques Employed for Data Collection

The research questions stated earlier required various kinds of data to be collected from various sources. The following tools and techniques were used for the purpose of data collection.

- Achievement Tests in Kannada, Environmental Studies and Mathematics for III and V standard

- Reaction Scale for VI standard students

- Questionnaire for III and V standard students

- Teacher questionnaire for Kalika Yatna teachers

- Teacher questionnaire on teaching competency for Kalika Yatna and Non-Kalika Yatna teachers

- Focus group interview for community members

- Class observations

- Video recording of classroom processes, teacher collective meetings and community interviews

- Document analysis for ascertaining curricular objectives, compatibility with State curriculum, nature and variety of material developed / used in Kalika Yatna.

Development and Validation of the Tools

In keeping with the spirit of collaborative evaluation, the tools were developed in a workshop consisting of experts, officials of the State SSA department and the members of the NGO. Even though the original

proposal had envisaged using the Karnataka School Quality Assessment Organisation (KSQAO) achievement survey data, it was thought that such a comparison would be improper, after a detailed study of the question papers used in KSQAO. Hence, all achievement tests (both written and oral) were developed by the project team for this evaluation. The steps followed in the development of achievement tests are as under.

- Short listing the competencies to be tested from among the competencies listed for a given grade based on a consensus regarding their importance and appropriateness

- Developing a blue print for the achievement tests

- Developing items for measuring the competency and select the most appropriate item based on the opinion of a group of practicing teachers

- Designing the test incorporating the visuals, illustrations and fonts

- Developing guidelines for administration of the written and oral tests and instructions for children

- Trying out the tests in a comparable government school not sampled for the study for ascertaining the comprehensibility and time requirement. In this evaluation study, GHPS Kukkarahalli was chosen as the school for trying out all achievement tests of class III and V

- Finalizing the test and printing for data collection

The reaction scale and questionnaire of students of class III, V and VI and those for teachers of Kalika Yatna and Non-Kalika Yatna were developed in a workshop attended by the project staff, State and Kalika Yatna officials, and experts in the field. These tools were developed keeping in mind the evaluation questions, the aspects to be measured, nature of items and the nature of data required from an analysis point of view.

The field staff was oriented for conducting interview of community members and for collecting the qualitative data in the form of field notes of classroom and school processes and video recording.

Procedure of Data Collection

For the purpose of data collection, a team of three full time Junior Project Fellows with Masters' degree qualification were employed and trained first on the learning initiative and subsequently on administering various tools and using the technique of interview. A detailed schedule was prepared for their school visit for a minimum of three day duration. They were assigned the responsibility of using different tools and it was ensured that the same person administered the tool or employed the technique in all schools to ensure uniformity across schools. The requisite data were gathered during the period January, 2009 to March, 2009.

SECTION III
ANALYSIS OF DATA

The analysis of data gathered for evaluation of the learning initiative was done based on the evaluation questions formulated. They have been presented under different sub sections in this section. Analysis was done using SPSS for statistical analysis and Excel for graphical presentations.

Curriculum Integration, Organization of Concepts and their Classroom Delivery

Kalika Yatna is an initiative implemented in one cluster of the State of Karnataka and hence has to be in tune with the State curriculum prescribed for classes I to V. The State has a written curriculum for primary classes and syllabus for all subjects.

For ascertaining whether this was the case, relevant documents such as the list of concepts for primary level, concept plans developed in the teacher collective meetings, interview with the state and the NGO officials and classroom observation of transactions were undertaken. It was found out that Kalika Yatna had in fact analyzed the State curriculum and syllabi and arrived at the list of concepts to be facilitated from classes I to V. A copy of the list of concepts is provided in Appendix 5. Hence, it can be said that the curricular content of the learning initiative had parity with the curricular content of the State, except for certain content pertaining to Social Studies of standard V and Mathematics of standard V.

In so far as integration of the curricular content is concerned, the initiative employs concept plans to be developed by the teachers in the teacher collective meetings. A concept plan is designed for every month and every teacher has a copy of it for him / her to implement in the classroom. Apart from showing the linkages between concepts, the concept plan presents the learning experiences to be provided and the questions around which the theme would develope. The questions are so formulated as to bring in the perspective of different subject matter and competencies to be developed in the children. Sample concept plan and competency list for standard III and standard V are presented in Appendix 13 and 21. It was found that efforts were made to consciously integrate different subject matter in to a lesson in the learning initiative.

These plans had to be implemented in the classrooms for the integration to take place at the student level. Below given is an illustration of integration as was observed in the classroom transactions.

<u>*Illustration of Integration of Subjects*</u>   <u>*III standard*</u>

> *Teacher divided the children into 3 groups, asked them to discuss and write the names of plants, trees and climbers to 1st, 2nd and 3rd group respectively*
>
> *Students wrote the names of plants, trees and climbers and answered the teacher.*
>
> *Teacher asked students to count the number of plants, trees and climbers they had listed.*
>
> *Students counted and told the total number of each plant group.*

One of the items of observation was to check whether the teachers were following the same plan as the one developed in the teacher collective meeting. It was found that all teachers were found implementing the plan in classroom. However, an analysis of the lessons across classes revealed that language and

EVS content were integrated and contextualized better than that of Mathematics in the classroom transactions.

Classroom Processes in Kalika Yatna

Classroom observations were made in both III and V standard classrooms of all the schools sampled in this evaluation. Observational data were obtained by way of video recording of classes and observational notes made by the project staff. Video recordings were transcribed for analyses as well as illustrations. Based on the learning processes stated in the documents of Kalika Yatna, a set of 20 items were arrived at for the purpose of school wise coding of the data. For each coded item, frequencies were calculated. For presentation, items were further grouped under fewer process categories. Figure 1 presents the most frequently observed categories in the Kalika Yatna classrooms. It can be seen from the data that all Kalika Yatna classrooms were employing the learning strategy in which the teacher was facilitating learning. Other most predominant characteristics of the Kalika Yatna classrooms were that they provided for conceptual learning, ogranised learning in groups and encouraged active participation and interaction by the learners. Generally the atmosphere of the classrooms was joyous. However, on most occasions, learning was teacher mediated and hence there were very few instances of independent learning by children.
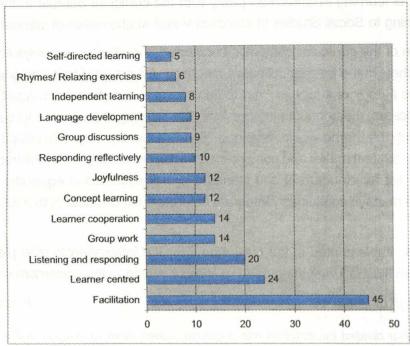
Figure 1: Processes Most Frequently found in Classrooms

The above analysis shows the most frequently occurring processes in Kalika Yatna schools taken together. It was also necessary to know whether these processes occurred equally across schools. For this purpose, the percentage of schools employing each of the categories was computed.

It can be seen from the graph in Figure 2 that the processes of *Facilitation of learning, Learner centered transactions, Group work by children and Listening and responding by children* are not only the most predominant of the processes but also they are taking place across almost all schools. Also, most classrooms are found to be providing joyful experiences to children.
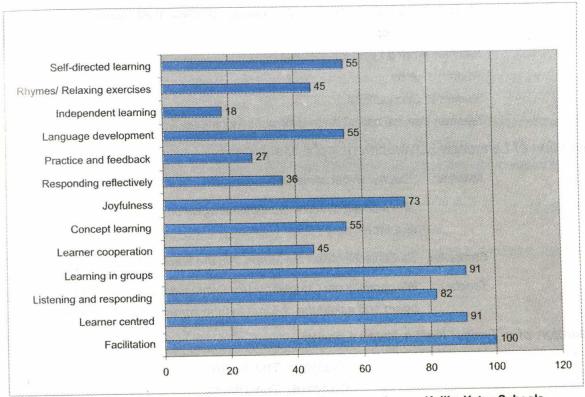
Figure 2: Prevalence of Different Classroom Processes Across Kalika Yatna Schools

Whereas the processes related to *Self directed learning, Concept learning, Language development, Use of songs rhymes and relaxation activities, and Cooperative learning* were found in many schools, the processes of *reflection by all children, practice and feedback and independent learning* are found in very few schools. Some illustrations are given here from the Kalika Yatna classrooms that were observed.

Illustration for Teacher Providing Scope for Reflection and Group Work

> **Teacher:** Teacher divided the students of the class into 4 groups;
>
> Kitturu Chennamma Group – How to protect private property?
>
> Sangolli Rayanna Group — How to protect public property?
>
> Bendre Group – Which are the private properties?
>
> Kuvempu Group – Which are the public properties?
>
> Teacher gave a question to each group and asked them to discuss among themselves and write the answers on a sheet of paper.
>
> **Students:** Students discussed among themselves in groups and answered the teacher's questions

Illustration for Teacher not Providing Scope for Reflection or Concept Clarity

> Teacher asked them the uses of different means of transport.
>
> Children stood one by one and said the uses of different means of transport
>
> Teacher: Now say what your father does at home.

> Student 1: Agriculture, Student 2: Masonry, Student 3: Agriculture, Student 4: Sells Beatle leaves
>
> Teacher: What do you call all these?
>
> Student 1: Jobs
>
> Student 2: Occupations
>
> Teacher: Yes, we call all these different occupations

Illustration of Language Development input III standard

Teacher: Teacher wrote some Ottaksharagalu and asked them to copy in their books.

She also wrote some Gunitaksharagalu on the board and asked them about what she wrote

Students: Students identified the letters that the teacher asked.

Teacher: We cannot write Ottugalannu for Swaraksharas. Teacher wrote some letters on the board and asked the children to form some words using those letters.

Illustration of a Typical Kalika Yatna Lesson   <u>III standard</u>

Subject: The Earth
Concept: The Plants

The teacher entered the classroom and made the children to stand around her. She taught them a song about environmental conservation. The song was about the work that can be done to conserve earth, water, soil and forest. She made them understand the meaning of the song. The children also sang the song happily.

Teacher had selected the concept "Plants" from the subject "The Earth" for teaching. So, to test the previous knowledge present in the students about this concept, teacher asked questions related to the different components of the environment.

Teacher: How do the trees and the plants look like?

(Students told the differences between the plants and trees.)

Students: Plants are smaller and the trees are larger.

Students: The trunk of the tree is bigger and the stem of the plant is smaller.

Teacher: What do we call for the plants which climb?

Students: They are called climbers.

The teacher wrote the question on the blackboard "Discuss and write the names of different plants, trees and climbers".

Teacher also made three columns on the board and wrote plants, trees and climbers in each column respectively.

Teacher divided the children into three groups, asked them to discuss and write the names of plants, trees and climbers to 1st, 2nd and 3rd group respectively

Students wrote the names of plants, trees and climbers and answered the teacher.

Teacher asked students to count the number of plants, trees and climbers they had listed.

Students counted and told the total number of each plant group.

Teacher wrote the names of plants, trees and climbers on the blackboard told by the children. Teacher asked the children to count the total number of names in each category.

Teacher called some children near the blackboard and made them to write the differences among the plants, trees and climbers.

Students identified the column on the board in which different names of climbers were written and classified them into flowering climbers, vegetable yielding climbers and fruit yielding climbers.

Each child in the class read the name of plants, trees and climbers using pointer scale written on the board by the teacher.

<u>V standard</u>

Subject: Public Properties and Private Properties

Teacher made the students to sit in lines in the classroom and told them to listen to the song that he is going to sing and then asked them to join him In singing the song.

> The song goes like this:
> "Roads, school, street lights
> Taps, buses, trains
> These belong not only to single person
> But to everyone"

Students: Students joined the teacher in singing the song

Teacher: What are the things did I mention in the song?

Students: Public properties

Teacher: Yes, Today we will discuss about public properties and learn about that.

Teacher: Teacher asked question to a student "Which are the public properties?"

Student: School, taps, bus, post office, train, street light, plants, trees, bus stand, railway station, ration shop, hospitals, roads etc.,

(As this student was listing the public properties another student wrote these on the black board)

Teacher: List some more examples for public properties.

Student: Court, anganawadi, library

Teacher: Another type of property along with public property is private property.

Now we will learn about private properties.

"My rubber, pencils, books

Mine, mine, book is mine

Mine, mine, this home is mine

Mine, mine, this farm is mine...."

In this way teacher taught about the private properties

Students: All the students sang the song along with the teacher.

Teacher: Which are the private properties?

Students: Farm, home, books, vessels, garden, dog, cows, television, table, etc.,

Teacher: Teacher divided the students into two groups and named one group as public property and another group as private property. Each property name was given to each student and the teacher asked them to group themselves as according to public property and private property

Teacher: Teacher divided the students of the class into four groups;

Kitturu Chennamma Group – How to protect private property?

Sangolli Rayanna Group — How to protect Public property?

Bendre Group – Which are the private properties?

Kuvempu Group – Which are the public properties?

Teacher gave a question to each group and asked them to discuss among themselves and write the answers on a sheet of paper.

Students: Students discussed among themselves in a group and answered the teacher's question

Group – I Sangolli Rayanna Group – How to protect public property?

Student's answer: There are many uses from the public properties to people, police should protect people from thieves, we should not spit in buses, shouldn't break the glass panes, should paint the plants, protect the bore wells, should maintain cleanliness in bus stands etc., Students cited many examples like this.

Group – II Kitturu Chennamma Group – Why should we protect private property?

Student's answer: Not everyone will have property. So, those who have property should protect to give it to their children, this will help them to lead a comfortable life. So with different examples they explained the need to protect the private property.

Group – III and Group IV: Which are the public and the private properties?

Teacher: Teacher gave suggestion to all the group members and also discusses with them about their answers and also corrected their mistakes.

Students: The leaders of all the four groups read out those answers which they had discussed in groups. (Those answers are mentioned earlier) The answers which were missed by the group were answered by the other groups.

Teacher: Teacher praised the answers given by different groups and also rectified the mistakes e.g. A student pronounced Amblesh for Ambulance.

Students: All the students filed their work sheets in their files. The class was concluded in this way.

Teachers' Professional Development and the Tasks Expected of them

Kalika Yatna, the quality initiative, has introduced not only several changes in the classroom processes but also envisages a major shift in the role of the teacher from that of an information provider to a facilitator of learning within a constructivist framework. The initiative follows a continuous training of teachers through *"Teacher Collective Meetings"* at the cluster level. Teachers were asked whether they are fully aware of the processes of the initiative. A large majority of teachers have opined that they are aware of the Kalika Yatna processes (Figure 3).

Are you fully aware of Kalika Yatna Processes?

21%

79%

- ■ Yes
- ■ No
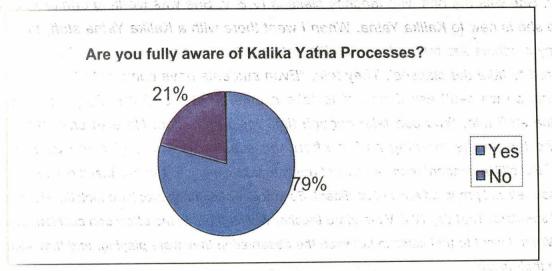
Figure 3 : Teacher Awareness of Kalika Yatna Proccesses

Further they were asked to give reasons for their response, which have been presented in Figures 4 and 5. If about 24 percent of the teachers who perceived that they are fully aware attributed the reasons to the training they received in the teacher collectives, a large majority of them were actually feeling that they could have been more aware.

12%

12%

76%

- ■ If it starts from beginning I could have been more familiar
- ■ Teacher collective helps in solving problems
- □ Teacher collective helps to know more about this process
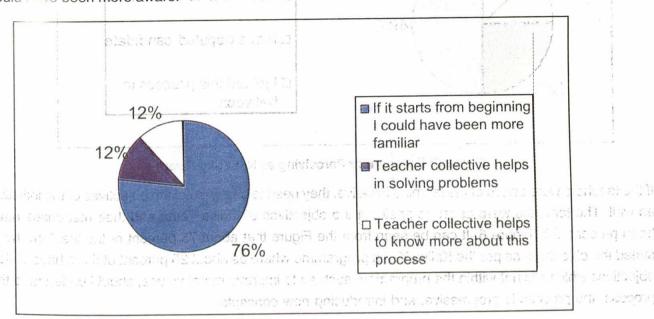
Figure 4 : Reasons for Perceiving as Fully Aware

On the other hand, the reason for opining that they are not fully aware was that the teacher was either newly appointed or has been deputed to the cluster in which the learning initiative was being implemented. The following field note of a project staff illustrates this finding.

At present there are two teachers in this school. Miss X, handles the classes I, II & III, and has been working there from past two years. So she's into the process of Kalika Yatna from quite long time. Other teacher Miss Y was a newly deputed teacher who has joined this school from December. She was the one who teaches classes IV & V. She was working earlier in a Non KY school, so she is new to Kalika Yatna. When I went there with a Kalika Yatna staff, the teachers told, 'Today students are taking tests, so it's not possible to take classes for them, and we are not prepared to take the classes'. They told, "Even students have come with the preparation to write exams, so we can't ask them not to take exams all of a sudden. They might feel bad'. Kalika yatna staff told, 'You can take enough time for preparation. He also said, "Ok, you can conduct the test in the morning and in afternoon session you can give the class for video recording." But still V standard teacher was not ready to take class and she told that it's not possible at all for her, since she's not prepared and not confident. So that day after lunch break we took the video recording of I, II, & III standard. That day IV & V standard teacher wasn't there in the afternoon session, so students were free. When I went to that class in between the observation they were playing, and they asked me to join them in their game .
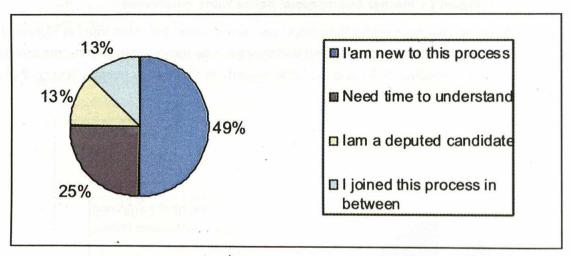
Figure 5: Reasons for Perceiving as Not Fully Aware

If the teachers were aware of the learning initiative, they need to be aware of the objectives of the initiative as well. The teachers were asked to spell out the objectives of Kalika Yatna and their responses have been presented in Figure 6. It can be seen from the Figure that about 75 percent of the teachers have stated the objectives as per the Kalika Yatna programme where as about 25 percent of them have stated objectives which are not within the programme such as to improve moral values, should understand the process, the process is progressive, and introducing new concepts.
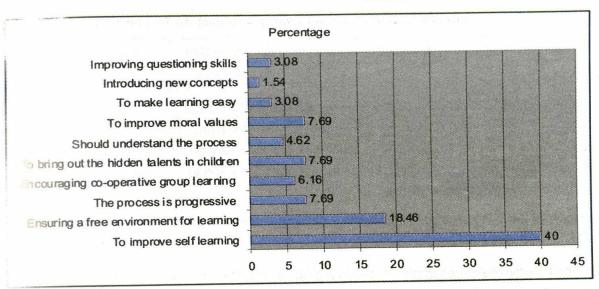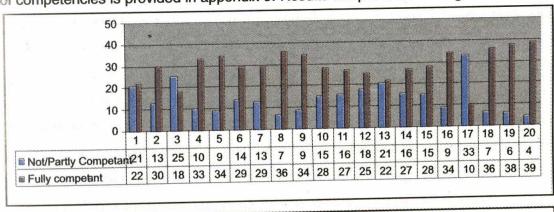
Figure 6: Percentage Teachers Stating Different Objectives of Kalika Yatna

More important than the above perceptions is the self-perception of the teachers of their competencies as teachers implementing the learning initiative. Based on the documents of the initiative, a list of 39 competencies was prepared and the teachers were asked to rate the extent to which they were possessing these competencies on a three point scale reflecting *fully competent, partly competent and not competent.* The list of competencies is provided in appendix 9. Results are presented in Figure 7.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Not/Partly Competant	21	13	25	10	9	14	13	7	9	15	16	18	21	16	15	9	33	7	6	4
Fully competant	22	30	18	33	34	29	29	36	34	28	27	25	22	27	28	34	10	36	38	39

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Not/Partly Competant	8	4	15	25	19	15	13	12	21	19	19	25	13	3	12	9	16	11	11
Fully competant	35	39	28	18	24	28	30	30	22	24	24	18	30	40	31	34	27	32	32
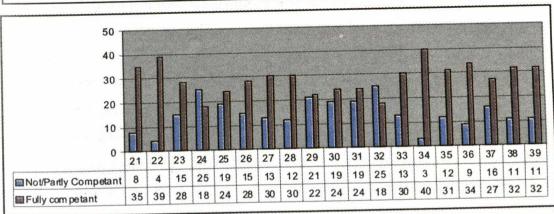
Figure 7: Competency Profile of Teachers Based on their Self-Perception

The responses were classified in to seven catagories – very highly positive to very highly negative which are presented in table 2.

Table 2: Teacher Attitude towards the Kalika Yatna Approach to Teaching and Learning

Very Highly Positive	Highly Positive	Moderately Positive	Neutral	Moderately Negative	Highly Negative	Very Highly Negative
1	12	22	2	5	0	0

At the outset, it was observed that there was no incidence of highly negative or very highly negative catagories of responses. At the same time there was only one teacher whose response belonged to the category very highly positive. The data revealed a significant trend in the responses of the teachers in favour of the category moderately positive.

Comparison of Self-Perception of Teaching Competence of Kalika Yatna and Non-Kalika Yatna Teachers

The learning initiative has been implemented in the Bilikere cluster of Mysore district since the year 2005-06. At the time of this evaluation, teachers in the cluster were following the Kalika Yatna methodology for three years, except for those who might have come on deputation to the cluster after 2006 or newly appointed. Since the criteria of appointment are same for the district, there should be no difference in the perceived competencies of teachers. A set of 25 competencies as spelt out in the learning initiative was chosen for comparing the Kalika Yatna and Non-Kalika Yatna teachers on perceived competencies. These competencies were the ones required for organising learning in any context of elementary education and hence may be called as the "general teaching competencies". They pertained to aspects like planning, facilitating, discussing, providing practice, providing feedback orally and in writing, recording learner progress, motivating, collecting learning resource, evaluating learner competence, etc. The list is provided in appendix 9. Fourteen teachers of the Kalika Yatna schools and 10 teachers of the Non-Kalika Yatna comparison schools were administered the list for self rating on a three point scale of fully competent, partially competent and not competent. The data obtained were subjected to two types of analysis. One, in which, teacher perceptions were aggregated over competencies to provide a profile of teacher competencies for Kalika Yatna and Non-Kalika Yatna teachers. The competency profile of the teachers is given in Figure 8. It can be seen from the two figures that teachers perceiving themselves as competent is more pronounced among the Kalika Yatna teachers as compared to the Non-Kalika Yatna teachers. However, the Kalika Yatna teacher perceptions were also pronounced in the other two catagories namely partially competent and not competent. There were six competencies in which teachers perceiving themselves as partially competent were more than those perceiving themselves as competent as against none in the Non-Kalika Yatna category. If there were four competencies on which at least one Kalika Yatna teacher had perceived oneself as not competent, there were only two such competencies among the Non-Kalika Yatna teachers.

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25
=	12	8	6	11	13	8	8	11	12	10	12	12	11	11	12	13	9	11	10	6	6	3	3	5	12
PC=	2	6	7	3	1	6	6	3	2	4	2	2	3	3	2	1	5	2	4	7	8	11	10	8	2
NC=	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0

Competencies
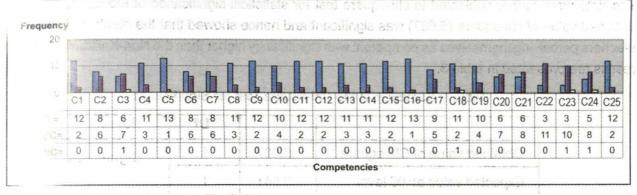
Figure 8 (a) : Competency Profile of Teachers of Non-Kalika Yatna Schools
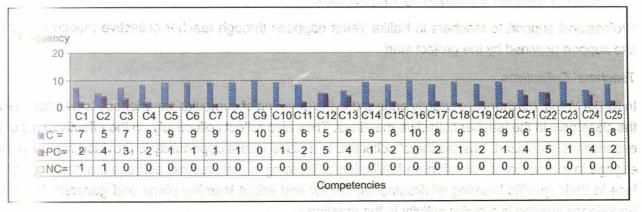
Frequency

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25
C =	7	5	7	8	9	9	9	9	10	9	8	5	6	9	8	10	8	9	8	9	6	5	9	6	8
PC=	2	4	3	2	1	1	1	1	0	1	2	5	4	1	2	0	2	1	2	1	4	5	1	4	2
NC=	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Competencies

Figure 8 (b) : Competency Profile of Teachers of Non-Kalika Yatna Schools

The data were also subjected to a second analysis for comparison. For this purpose the mastery level of 80 percent was used to decide whether the teacher perceives himself or herself as competent in teaching. A teacher had to percieve oneself as competent in at least 20 out of the 25 listed competencies to be considered as *fully competent in teaching*. The responses were retabulated and the percentage teachers in Kalika Yatna and Non-Kalika Yatna perceiving themselves as fully competent is presented in Figure 9. It can be seen that if majority of the Kalika Yatna teachers perceived themselves as fully competent in teaching (60%), majority of the Non-Kalika Yatna teachers had perceived themselves as not competent (64.29%).
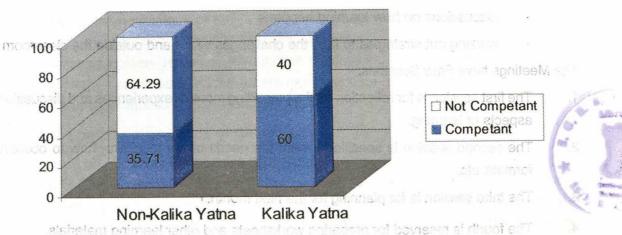
Figure 9: Percentage Teachers in Kalika Yatna and Non-Kalika Yatna Perceiving themselves as Fully Competent

The data were further subjected to chi-square test for statistical significance of the above finding. The obtained value of chi-square (5.667) was significant and hence showed that the number of Kalika Yatna teachers perceiving themselves as competent was significantly higher than the Non-Kalika Yatna teachers results are presented in table 3.

Table 3: Summary of the Chi-square Test for Significance

		Df	Result
Obtained value of Chi-square	5.667	1	Significant
Expected value at .05 level	3.841	1	

Professional Support Extended by Project Staff

Professional support to teachers in Kalika Yatna happens through teacher collective meetings and on-site support provided by the project staff.

Teachers' Collectives

In Kalika Yatna, teachers are directly engaged in the planning of curricular experiences to be organised in the classroom in the teacher collective meetings. They also reflect collectively on the effectiveness of the experiences organized. The teachers' collective is a place where opportunity is provided for teachers to engage in a process of reflection on facilitation of learning in classrooms, address the challenges they face in their specific learning environments, review and adopt learning plans and generate feedback. Experience sharing is a major activity in the meeting.

A teacher collective, which is normally of one day duration, has the following agenda.

- sharing of the month's work by all teachers and reflecting on it
- planning for the next month - selection of theme and related concepts, preparation of worksheets
- discussion on different processes – whole group activities, learner group activities and practice sessions
- understanding student learning and documenting it
- discussions on how learning happens
- working out strategies to face the challenges within and outside the classroom

The Meetings have Four Sessions:

1. The first session is for reflection on the preceding month's experiences and discussion on different aspects of learning.

2. The second session is specific to meet the needs of the teachers- how to observe, how to fill formats etc.

3. The third session is for planning for the next month.

4. The fourth is reserved for preparing worksheets and other learning materials.

During the course of evaluation, observation of a teacher collective meeting was done by the project staff. It was found that the proceedings were following the agenda stated above. This view is expressed in another study conducted on Kalika Yatna as well (Prema, 2006).

The roles of teacher participants and the facilitators of the collective meetings are visualized as follows in the learning initiative.

Teacher Participants	Facilitator
casual probing	encourages to speak up
opening a dialogue	responds as needed
reflecting	mirrors opinions
arriving at solutions	assures feasibility
decision making	presents all angles
action	observes and reflects
observation	helps with tools
shares	provides scope for sharing
does not respond	accepts/ waits / encourages

Teachers did consider that the teacher collective meetings were helpful in understanding and planning the Kalika Yatna approach. As shown in Figure 10, twenty four percent teachers opined that their understanding of Kalika Yatna was through the teacher collective meetings

On Site Facilitation - School Visits by the Kalika Yatna Team Members

The schools were divided in to groups and a team member was assigned to each group. The members take responsibility for the schools designated to them. They visit the schools and observe the processes and document the same. The team records the processes in a given format to standardize the documentation process. Their role is to sit with the teacher individually and help her/him reflect on the class processes and also provide feedback. Whenever and wherever required the team also acts as a scaffold to the teacher in classroom processes by involving in team teaching along with the teacher. The team also liaisons between teachers and the headmaster to ensure that the required support like infrastructure, issue of new teachers etc are addressed for successful implementation of the process.

For on-site facilitation, the team members of Kalika Yatna were assigned different schools. They were found to be maintaining records, help individual teachers and act as a replacement teacher when a teacher was on leave or deputation. However, the function of replacing a teacher who is on leave or deputation was difficult to be performed when there were more teachers on unanticipated leave or when this function clashes with other functions of the team members.

Effect of Kalika Yatna on Learning Levels of Children

The evaluation focussed on impact of the learning initiative on the learning achievement of children. In other words this part of evaluation sought to answer the question whether Kalika Yatna had produced significant gains in learning among primary school children as compared to their counterparts who underwent an alternative form of education, which is called *Nali-Kali* approach. In fact, Nali Kali is the methodology for all other clusters except those where learning initiatives such as Kalika Yatna are being

implemented. For this purpose, the learning levels of III standard and V standard children were considered appropriate since the learning initiative follows a multi grade organisation of classroom. The sampling details of this counter factual comparison have been presented earlier. Analysis was made of the over all achievement levels of children as well as achievement of specific competencies in both groups.

Learning Achievement of Children of Standard III

Learning achievements of children of standard III and standard V were undertaken in this evaluation study using specially designed achievement tests which were based on the stated competencies of initiative for the respective grades. The competencies tested were not bound by the prescribed text book for the grades except for some competencies of the EVS Social Studies for grade V. Subject wise list competencies for the two grades are provided in the competencies.

Table 4: Achievement of Kalika Yatna and Non-Kalika Yatna children of standard III and their Significance

	School Categories	N	Mean	Standard Deviation	t
Total Language score	Kalika Yatna Comparison	44	.8127	.17087	3.550
	Non- Kalika Yatna	59	.6748	.21109	
Total EVS score	Kalika Yatna Comparison	42	.7842	.09136	6.630
	Non- Kalika Yatna	61	.5883	.17561	
Total Mathematics score	Kalika Yatna Comparison	42	.7568	.17607	4.822
	Non- Kalika Yatna	59	.5644	.21157	

Comparison of the learning achievement of children of standard III undergoing Kalika Yatna initiative in the Bilikere cluster with the counter factual group of children undergoing Nali Kali initiative of the state in the adjacent Yelawala cluster presented in Table 4 reveals that the Kalika Yatna group had obtained higher mean achievement score in Language, EVS and Mathematics. Analysis of the statistical significance of the difference in means of the two groups as presented in Table 5 showed that the higher mean achievement of children undergoing Kalika Yatna initiative was statistically significant. Hence, it may be stated that the initiative had produced higher amount of learning among children of standard III in Language, EVS and Mathematics when all competencies are taken together.

Attainment of Specific Competencies by Children of Standard III in Kannada, EVS and Mathematics

The data were subjected to further analysis to compare competency wise performance of children in the three subjects. Results are presented in tables 5, 6 and 7.

Table 5: Competency wise Achievement of Kalika Yatna and Non-Kalika Yatna Children of Standard III in Kannada and its Significance

Competency	School Categories	N	Mean	Standard Deviation	t
C1	Kalika Yatna Comparison	43	2.60	.929	2.328
	Non- Kalika Yatna	59	2.12	1.115	
C2	Kalika Yatna Comparison	43	2.60	.929	2.463
	Non- Kalika Yatna	59	2.08	1.134	
C3	Kalika Yatna Comparison	43	1.51	.736	2.084
	Non- Kalika Yatna	59	1.17	.874	
C4	Kalika Yatna Comparison	43	1.72	.591	3.848
	Non- Kalika Yatna	59	1.15	.827	
C5	Kalika Yatna Comparison	43	.98	.913	3.417
	Non- Kalika Yatna	59	.41	.768	
C6	Kalika Yatna Comparison	43	.88	.793	2.501
	Non- Kalika Yatna	59	.49	.774	
C7	Kalika Yatna Comparison	43	.74	.492	2.020
	Non- Kalika Yatna	59	.54	.502	
C8	Kalika Yatna Comparison	43	3.65	.923	.436
	Non- Kalika Yatna	59	3.56	1.134	
C9	Kalika Yatna Comparison	43	4.98	1.336	2.034
	Non- Kalika Yatna	59	4.29	1.903	
C10	Kalika Yatna Comparison	43	3.95	.213	3.695
	Non- Kalika Yatna	59	3.25	1.226	
C11	Kalika Yatna Comparison	44	1.86	.510	1.091
	Non- Kalika Yatna	59	1.73	.691	
C12	Kalika Yatna Comparison	44	1.70	.701	4.261
	Non- Kalika Yatna	59	.95	1.007	
C13	Kalika Yatna Comparison	44	1.73	.694	-.011
	Non-Kalika Yatna	59	1.73	.691	
C14	Kalika Yatna Comparison	44	1.68	.708	1.303
	Non-Kalika Yatna	59	1.49	.751	

Results of the competency wise test of significance of difference between mean achievement in III standard Kannada of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in ten out of a total of fourteen competencies tested. Whereas the Non-Kalika Yatna group has out performed the Kalika Yatna group in four out of the fourteen competencies. The competencies on which the Kalika Yatna students have shown significantly higher learning are:

C1 Read and understand a story

C2 Answer in one sentence

C3 Write synonyms or words with similar meaning

C4 Write antonyms or words with opposite meaning

C5 Construct one's own sentence

C6 Identify and correct mistakes in letters in a word

C7 Solve puzzles

C9 Construct words from the letters used in a word puzzle

C10 Copy sentences

C12 Listening and recalling poems and stories

The competencies on which the Non- Kalika Yatna students have shown significantly higher learning are:

C8 Name a picture or picture reading

C11 Read the hand writing of other children

C13 Follow oral instructions

C14 Solve riddles

Table 6: Competency Wise Achievement of Kalika Yatna and Non-Kalika Yatna Children of Standard III in EVS and its Significance

Competency	School Categories	N	Mean	Standard Deviation	t
CE1	Kalika Yatna Comparison	42	4.38	1.147	.691
	Non- Kalika Yatna	61	4.21	1.253	
CE2	Kalika Yatna Comparison	41	6.44	1.963	3.586
	Non- Kalika Yatna	53	4.81	2.337	
CE3	Kalika Yatna Comparison	42	5.29	1.312	2.203
	Non- Kalika Yatna	61	4.72	1.253	
CE4	Kalika Yatna Comparison	42	3.71	1.535	3.756
	Non- Kalika Yatna	61	2.43	1.821	
CE5	Kalika Yatna Comparison	42	1.00	.000	1.972
	Non- Kalika Yatna	61	.82	.592	
CE6	Kalika Yatna Comparison	42	3.60	.798	2.525
	Non- Kalika Yatna	61	2.90	1.650	
CE7	Kalika Yatna Comparison	42	2.52	.969	6.060
	Non- Kalika Yatna	61	1.18	1.190	
CE8	Kalika Yatna Comparison	42	5.74	1.037	7.079
	Non- Kalika Yatna	61	2.80	2.542	
CE9	Kalika Yatna Comparison	42	2.19	1.518	3.038
	Non- Kalika Yatna	61	1.46	.923	
CE10	Kalika Yatna Comparison	42	4.02	1.423	1.369
	Non- Kalika Yatna	61	3.51	2.134	
CE11	Kalika Yatna Comparison	42	.67	.477	1.465
	Non- Kalika Yatna	61	.46	.828	
CE12	Kalika Yatna Comparison	42	4.00	.000	1.512
	Non- Kalika Yatna	57	3.79	.901	
CE13	Kalika Yatna Comparison	42	4.00	.000	4.467
	Non- Kalika Yatna	57	3.23	1.118	
CE14	Kalika Yatna Comparison	42	2.00	.000	.857
	Non- Kalika Yatna	57	1.96	.265	

Results of the competency wise test of significance of difference between mean achievement in III standard Environmental Studies of the Kalika Yatna and Non- Kalika Yatna groups (Table 6) reveal that the Kalika Yatna group has shown significantly superior performance in eight out of fourteen competencies tested. Whereas the Non- Kalika Yatna group has out performed the Kalika Yatna group in six out of the fourteen competencies. The competencies on which the Kalika Yatna students have shown significantly higher learning are:

C2 Classify given things in to living and non-living

C3 Understand the hygienic habits with respect to various parts of the body

C4 Understand the functions of various parts of the body

C6 Know the building material for a house

C7 Identify the natural geographical features namely, forest, hill, water fall, and valley

C8 Identify and classify solid, liquid and gas as three states of matter

C9 Identify various types of teeth

C13 Understand the use of water

The competencies on which the Non- Kalika Yatna students have shown significantly higher learning are:

C1 Identify sensory organs in the body and know their functions

C5 Recognize and Draw the National Flag

C10 Name and Understand various festivals observed at home

C11 Name the months in a year

C12 Identify heavy, light, floating and sinking material

C14 Name the plants around

Results of the competency wise test of significance of difference between mean achievement in III standard Mathematics of the Kalika Yatna and Non- Kalika Yatna groups presented in Table 7 reveal that the Kalika Yatna group has shown significantly superior performance in nine out of a total of nineteen competencies tested. Whereas the Non- Kalika Yatna group has out performed the Kalika Yatna group in ten out of the nineteen competencies.

Table 7: Competency Wise Achievement of Kalika Yatna and Non-Kalika Yatna Children of Standard III in Mathematic and its Significance

Competency	School Categories	N	Mean	Standard Deviation	t
CM1	Kalika Yatna Comparison	42	.69	.468	-1.660
	Non- Kalika Yatna	59	.83	.378	
CM2	Kalika Yatna Comparison	42	.67	.477	-1.262
	Non- Kalika Yatna	59	.78	.418	
CM3	Kalika Yatna Comparison	42	.36	.533	-.805
	Non- Kalika Yatna	59	.44	.501	
CM4	Kalika Yatna Comparison	42	.55	.504	.385
	Non- Kalika Yatna	59	.51	.504	
CM5	Kalika Yatna Comparison	42	1.95	.309	4.142
	Non-Kalika Yatna	59	1.41	.812	
CM6	Kalika Yatna Comparison	42	1.29	.944	1.944
	Non- Kalika Yatna	59	.93	.868	
CM7	Kalika Yatna Comparison	42	1.79	.645	2.391
	Non- Kalika Yatna	59	1.46	.703	
CM8	Kalika Yatna Comparison	42	1.71	.508	.826
	Non- Kalika Yatna	59	1.61	.695	
CM9	Kalika Yatna Comparison	42	3.90	.431	4.528
	Non- Kalika Yatna	59	2.63	1.790	
CM10	Kalika Yatna Comparison	42	1.52	1.383	4.043
	Non- Kalika Yatna	59	.54	1.056	
CM11	Kalika Yatna Comparison	42	1.40	1.289	.628
	Non- Kalika Yatna	59	1.24	1.343	
CM12	Kalika Yatna Comparison	42	2.62	.825	4.689
	Non- Kalika Yatna	59	1.73	1.014	
CM13	Kalika Yatna Comparison	42	.98	.154	1.961
	Non- Kalika Yatna	59	.86	.345	
CM14	Kalika Yatna Comparison	42	.95	.216	2.814
	Non-kalika Yatna	59	.75	.439	
CM15	Kalika Yatna Comparison	42	.90	1.008	4.040
	Non- Kalika Yatna	59	.24	.652	
CM16	Kalika Yatna Comparison	42	1.90	.431	1.368
	Non- Kalika Yatna	59	1.75	.659	
CM17	Kalika Yatna Comparison	42	1.76	.656	4.985
	Non- Kalika Yatna	59	.88	1.001	
CM18	Kalika Yatna Comparison	42	1.10	1.008	2.696
	Non- Kalika Yatna	59	.58	.914	
CM19	Kalika Yatna Comparison	42	1.95	.309	1.961
	Non- Kalika Yatna	59	1.73	.691	

The competencies on which the Kalika Yatna students have shown significantly higher learning are:

C5 Reading time on a clock

C7 Count and add numbers from 1 to 999

C9 Recognize a given figure as circle, triangle, square and rectangle

C10 Understand the concept of fraction and know how to write them

C12 Know the meaning of the symbols >, <, =

C14 Solve daily life problems involving subtraction of numbers 1 to 20

C15 Identify the number of squares and rectangles in a given rectangular area

C17 Deal with daily life situations involving units of money in the form of coins and currency

C18 Know the relationship between meter and centimeter

The competencies on which the Non- Kalika Yatna students have shown significantly higher learning are:

C1 Find out place value of a number using abacus

C2 Given the place value of each numeral, write the number

C3 Given a number write place value of each numeral

C4 Arrange numbers in ascending order

C6 Write given numbers in words

C8 Subtract given numbers

C11 Multiply any two numbers less than 100

C13 Know the multiplication tables from 3 to 5

C16 State months in sequence, Know time as day, hour and minute, Read a calendar

C19 Solve daily life problems involving addition

Learning Achievement of Children of Standard V

Comparison of the learning achievement of children of standard V undergoing Kalika Yatna initiative in the Bilikere cluster with the counter factual group of children undergoing Nali Kali initiative of the state in the adjacent Yelawala cluster are presented in Table 8.

Table 8: Achievement of Kalika Yatna and Non-Kalika Yatna Children of Standard V and its Significance

	School Category	N	Mean	Std. Deviation	t
Total Language Score	Kalika Yatna comparison	68	.8070	.15184	4.021
	Non- Kalika Yatna	60	.6479	.28350	
Total Social Sciences Score	Kalika Yatna comparison	71	.8753	.14132	4.683
	Non- Kalika Yatna	61	.7354	.20033	
Total Science Score	Kalika Yatna comparison	68	.8637	.10984	3.271
	Non- Kalika Yatna	53	.7824	.16312	
Total Mathematics Score	Kalika Yatna comparison	69	.8134	.15166	6.724
	Non- Kalika Yatna	59	.6266	.16226	

The resuls reveal that the Kalika Yatna group had obtained higher mean achievement score in Language, EVS and Mathematics. Analysis of the statistical significance of the difference in means of the two groups as presented in the table showed that the higher mean achievement of children undergoing Kalika Yatna initiative was statistically significant. Hence, it may be stated that the initiative had produced higher amount of learning among children of standard V in Language, EVS and Mathematics when all competencies are taken together.

The data were subjected to further analysis to compare competency wise performance of children in the three subjects. Results are as follows.

Table 9: Competency Wise Achievement of Kalika Yatna and Non-Kalika Yatna Children of Standard V in Kannada and its Significance

Competency	School Categories	N	Mean	Standard Deviation	t
C1	Kalika Yatna comparison	68	2.81	.526	1.935
	Non- Kalika Yatna	60	2.53	1.033	
C2	Kalika Yatna comparison	68	1.75	.469	.834
	Non- Kalika Yatna	60	1.67	.655	
C3	Kalika Yatna comparison	68	1.75	.583	6.270
	Non- Kalika Yatna	60	.97	.823	
C4	Kalika Yatna comparison	68	.93	.315	2.645
	Non- Kalika Yatna	60	.75	.437	
C5	Kalika Yatna comparison	68	1.22	.750	-.670
	Non- Kalika Yatna	60	1.32	.873	
C6	Kalika Yatna comparison	68	1.34	.614	2.089
	Non- Kalika Yatna	60	1.08	.766	
C7	Kalika Yatna comparison	68	1.57	.581	4.619
	Non- Kalika Yatna	60	.92	.996	
C8	Kalika Yatna comparison	68	1.54	.609	3.209
	Non- Kalika Yatna	60	1.13	.833	

Results of the competency wise test of significance of difference between mean achievement in V standard Kannada of the Kalika Yatna and Non- Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in five out of a total of eight competencies tested. Whereas the Non-Kalika Yatna group has out performed the Kalika Yatna group in three out of the eight competencies. The competencies on which the Kalika Yatna students have shown significantly higher learning are:

C3 After reading a story, answer 'who' 'whom' questions
C4 Read a story and write its summary
C6 Change given sentence to plural and singular forms
C7 Write the synonym of given words
C8 Write the antonyms of given words

The competencies on which the Non- Kalika Yatna students have shown significantly higher learning are:

C1 Write as per the model
C2 After reading a story, answer to questions in one sentence
C5 Construct sentences using given words

Results of the competency wise test of significance of difference between mean achievement in V standard Social Science of the Kalika Yatna and Non-Kalika Yatna groups are presented on table 10.

Table 10: Competency Wise Achievement of Kalika Yatna and Non-Kalika Yatna Children of Standard V in Social Science and its Significance

Competency	School Category	N	Mean	t
CSS1	Kalika Yatna comparison	70	3.59	2.535
	Non-Kalika Yatna	61	3.11	
CSS2	Kalika Yatna comparison	71	4.14	-1.292
	Non- Kalika Yatna	61	4.39	
CSS3	Kalika Yatna comparison	71	4.69	4.217
	Non- Kalika Yatna	61	3.89	
CSS4	Kalika Yatna comparison	71	4.49	6.564
	Non- Kalika Yatna	61	2.48	
CSS5	Kalika Yatna comparison	71	7.03	4.983
	Non- Kalika Yatna	61	5.26	
CSS6	Kalika Yatna comparison	71	.83	1.399
	Non- Kalika Yatna	61	.64	
CSS7	Kalika Yatna comparison	71	.38	-4.136
	Non- Kalika Yatna	61	.72	
CSS8	Kalika Yatna comparison	71	.56	-1.776
	Non- Kalika Yatna	61	.72	
CSS9	Kalika Yatna comparison	71	.96	1.572
	Non- Kalika Yatna	61	.89	
CSS10	Kalika Yatna comparison	71	.86	1.676
	Non- Kalika Yatna	61	.74	
CSS11	Kalika Yatna comparison	71	3.15	1.648
	Non- Kalika Yatna	61	2.90	

The results reveal that the Kalika Yatna group has shown significantly superior performance in six out of a total of eleven competencies tested. Whereas the Non-Kalika Yatna group has out performed the Kalika Yatna group in five out of the eleven competencies. The competencies on which the Kalika Yatna students have shown significantly higher learning are:

C1 *Locate and name the districts on the map of Karnataka*
C3 *Know the occupations of rural community*
C4 *Understand the problems faced by the rural community*
C5 *Identify and label the planets on the diagram of solar system*
C7 *Describe the special qualities of Samrat Ashok*
C9 *Understand the life of Mahaveer and the essence of Jainism*

The competencies on which the Non-Kalika Yatna students have shown significantly higher learning are:

C2 Know the meaning of 'citizen' and write the responsibilities of a citizen)
C6 Explain the concept of day and night
C8 Describe the city plan in the Indus Valley civilization
C10 Understand the life of Gautam Buddha and the essence of Buddhism
C11 Mark oceans, bays, rivers and directions on the outline map of India

Results of the competency wise test of significance of difference between mean achievement in V standard Science of the Kalika Yatna and Non-Kalika Yatna groups are given in table 11.

Table 11: Competency wise Achievement of Kalika Yatna and Non-Kalika Yatna Children of Standard V in Science and its Significance

Competency	School Category	N	Mean	t
CSC1	Kalika Yatna comparison	68	3.82	4.184
	Non-Kalika Yatna	53	3.25	
CSC2	Kalika Yatna comparison	68	3.93	1.675
	Non- Kalika Yatna	53	3.81	
CSC3	Kalika Yatna comparison	68	.96	4.096
	Non- Kalika Yatna	53	.70	
CSC4	Kalika Yatna comparison	68	4.60	2.168
	Non- Kalika Yatna	53	4.26	
CSC5	Kalika Yatna comparison	68	3.74	2.680
	Non- Kalika Yatna	53	3.32	
CSC6	Kalika Yatna comparison	68	4.22	-.408
	Non- Kalika Yatna	53	4.30	
CSC7	Kalika Yatna comparison	68	1.84	4.163
	Non- Kalika Yatna	53	1.32	
CSC8	Kalika Yatna comparison	68	2.81	1.565
	Non- Kalika Yatna	53	2.51	

The results reveal that the Kalika Yatna group has shown significantly superior performance in five out of a total of eight competencies tested. Whereas the Non- Kalika Yatna group has out performed the Kalika Yatna group in three out of the eight competencies. The competencies on which the Kalika Yatna students have shown significantly higher learning are:

C1 Understand the importance of various simple objects

C3 Write the meaning of living being and give examples for it

C4 Given the picture, list the characteristics of plants and animals

C5 Give examples of herbivorous and carnivorous animals

C7 Understand the importance of conservation

The competencies on which the Non-Kalika Yatna students have shown significantly higher learning are:

C2 Given different pictures of land forms, name the land forms

C6 Given the pictures, name different kinds of pollutions

C8 Draw and label the parts of a plant

Results of the competency wise test of significance of difference between mean achievement in V standard Mathematics of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in thirteen out of a total of seventeen competencies tested. Whereas the Non-Kalika Yatna group has out performed the Kalika Yatna group in four out of the seventeen competencies. The competencies on which the Kalika Yatna students have shown significantly higher learning are:

C1 Arrange the given large numbers in ascending and descending order

C2 Identify the place value of a numeral in a given large number

C3 Given a set of decimal numbers, find the largest decimal number in them

C4 Given a set of fractions, find the smallest fraction in them

C5 Add fractions having same denominator

C6 Draw a line of a given length using a scale

C7 Draw a circle using compass

C8 Solve numerical problems involving division by a single digit

C13 Name the angles given

C14 Read given large numbers

C15 Recite the table up to 14

C16 Identify the angles in a given picture

The competencies on which the Non-Kalika Yatna students have shown significantly higher learning are:

C9 Solve verbal problems involving addition

C10 Solve verbal problems involving division

C11 Arrange given large numbers in descending order

C12 Recognize the number of algebraic terms

Table 12: Competency Wise Achievement of Kalika Yatna and Non-Kalika Yatna Children of Standard V in Mathematics and its Significance

Competency	School Categories	N	Mean	Standard Deviation	t
CM1	Kalika Yatna comparison	69	1.28	.784	.043
	Non- Kalika Yatna	58	.86	.736	
CM2	Kalika Yatna comparison	69	3.86	.692	3.138
	Non- Kalika Yatna	58	3.33	1.176	
CM3	Kalika Yatna comparison	69	.83	.382	3.924
	Non- Kalika Yatna	58	.52	.504	
CM4	Kalika Yatna comparison	69	.67	.475	6.080
	Non- Kalika Yatna	58	.19	.395	
CM5	Kalika Yatna comparison	69	.97	.342	4.731
	Non- Kalika Yatna	58	.62	.489	
CM6	Kalika Yatna comparison	69	2.49	.994	2.590
	Non- Kalika Yatna	58	1.95	1.369	
CM7	Kalika Yatna comparison	69	.78	.415	4.330
	Non- Kalika Yatna	58	.43	.500	
CM8	Kalika Yatna comparison	69	.49	.504	2.759
	Non- Kalika Yatna	58	.26	.442	
CM9	Kalika Yatna comparison	69	.91	.284	-.766
	Non- Kalika Yatna	58	.95	.223	
CM10	Kalika Yatna comparison	69	2.38	.859	1.948
	Non- Kalika Yatna	58	2.10	.693	
CM11	Kalika Yatna comparison	69	.97	.296	-1.355
	Non- Kalika Yatna	58	1.12	.860	
CM12	Kalika Yatna comparison	69	2.91	.507	1.223
	Non- Kalika Yatna	58	2.78	.750	
CM13	Kalika Yatna comparison	69	2.20	.778	5.029
	Non- Kalika Yatna	58	1.53	.706	
CM14	Kalika Yatna comparison	69	2.22	1.327	2.556
	Non- Kalika Yatna	59	1.58	1.511	
CM15	Kalika Yatna comparison	69	2.52	1.106	3.440
	Non- Kalika Yatna	59	1.73	1.495	
CM16	Kalika Yatna comparison	69	1.36	.785	2.633
	Non- Kalika Yatna	59	1.02	.682	

Perception of Children, Parents, and Community Members of Kalika Yatna approach:

Effect of Kalika Yatna on Perception of Children

Apart from the learning levels of children, the relative perception of children towards Kalika Yatna and the present method (Kali Nali) was also studied. For this purpose data were collected from the VI standard students who have undergone Kalika Yatna approach upto standard V and who are undergoing the alternative approach of Kali Nali which is being implemented in schools of all other blocks of the state. The sample for this study was as follows.

	Boys	Girls	Total
GHPS Bilikere	17	19	36
GHPS Chikkadanahalli	6	9	15
GHPS Manuganahalli	9	13	22
	32	41	73

With an intention to know the children's meaning of Kalika Yatna and the present approach, they were asked to state what these two approaches consisted of. Various meanings associated by children to Kalika Yatna, along with percentage are presented in Figure 10.

Figure 10: Learner's Meaning of Kalika Yatna

On the other hand their perception of the present approach (Nalikali) is presented in Figure 11.
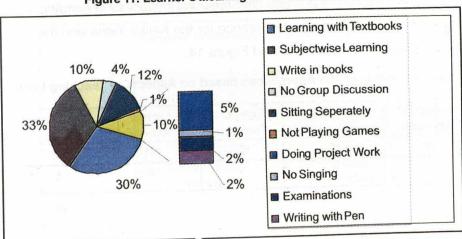
Figure 11: Learner's Meaning of Present Method (Nalikali)

Having ascertained that the learners had a differential view of the two approaches of education they had undergone, they were asked as to which approach they preferred for learning. Their response has been as follows (Figure 12).
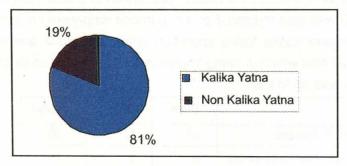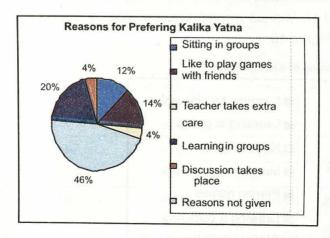
Figure 12: Children's Preference for the Approach

Reasons given by children for their preference of Kalika Yatna and the present approach are as follows (Figure 13).
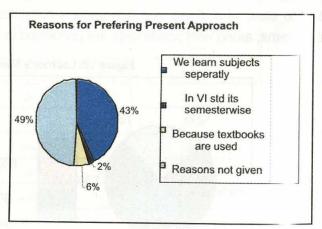
Figure 13: Reasons given for Preferring the Approach

The learning initiative of Kalika Yatna, as discussed in section one, is based on certain constructivist premises of learning. Some of them are *providing individual attention to learners, making evaluation a continuous and in-built process, providing leaders with greater freedom, increasing learner activity in learning, making learning a co-operative process, and ensuring joyfulness in learning*. On each of these aspects, children were asked to express their preference for the Kalika Yatna and the Non-Kalika Yatna approaches. Results are presented in Table 13 and Figure 14.

Table 13: Learner Rating of the Approaches based on Aspects of Teaching Learning

Approach	Individual Attention	Procedure of Evaluation	Learner Freedom	Learner Activity	Co-operative Learning	Joyfulness in Learning
Kalika Yatna	48	45	65	64	66	61
Non-Kalika Yatna	7	4	5	4	5	7
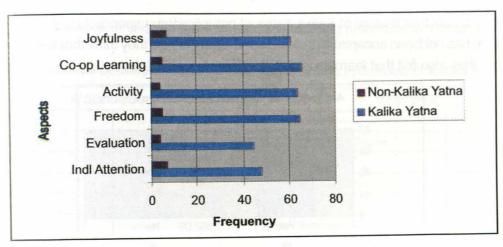
Figure 14: Rating of Aspects

Kalika Yatna envisages a shift in the role of the teacher from *information giver* to that of a *facilitator*. Such a shift in role must be perceived by the students as well. They were asked whether they found any difference in the role of the teacher in Kalika Yatna and the present approach. Results are presented in Figure 15.
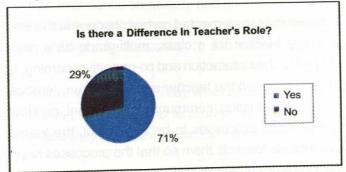
Figure 15: Learner Perception of a Difference in the Role of the Teacher

One of the main differences in the two approaches has been that Kalika Yatna follows a multi-grade approach to teaching and the other approach follows monograde. This is also true of the difference in learning organization of the lower and higher primary classes. If Kalika Yatna were to be preferred by the children then they must also have preferred the multi-grade approach to teaching, Findings have revealed that children had preference for multi-grade approach as shown in figure 16.
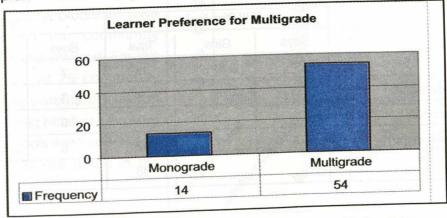
Figure 16: Learner Preference for Multigrade Approach of Kalika Yatna

Interestingly, on another feature of Kalika Yatna of not following a specific textbook, rather not following any textbook, has not been acceptable to the children. Not only did they think that textbooks are necessary for learning, they also felt that learning is better with textbooks.

Are textbooks necessary for learning?

Frequency	Yes	No
	64	5
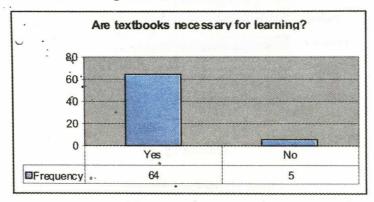
Figure 17: Learner Preference for Textbooks

Effect of Kalika Yatna on Attitude of Children towards Teaching Learning Processes of Kalika Yatna

Kalika Yatna - the learning initiative, has implemented certain changes in the teaching learning processes. Some such changes are a single teacher for a class, multi-grade as a necessary structural feature, working in groups, increased child to child interaction and co-operative learning, open and free environment in learning, reducing the distance between the teacher and the learner, removal of textbooks as the only source for learning, portfolio based evaluation, community involvement, continuous feedback to learners, and scope for self learning. For these processes to be successful, the learner must understand them and also must have a positive attitude towards them so that the processes happen in every classroom as envisioned. Thus, one of the indicators of success of the programme would be that the learners have a positive attitude towards these processes.

The attitude of children of standard III and V were studied on a tool specially developed for the purpose. The sample consisted of standard III and V children from four schools. A total of 48 students of standard III and 44 students of standard V constituted the sample as detailed in the table 14.

Table 14: Sample of III and V Standard Students for Measurement of Attitude

School	III Standard			V Standard		
	Boys	Girls	Total	Boys	Girls	Total
GHPS Bilikere	7	11	18	7	1	8
GHPS Chikkadanahalli	3	6	9	3	3	6
GHPS Manuganahalli	2	7	9	9	11	20
GHPS Moodalakoppapu	5	7	12	6	4	10
Total			48			44

The results regarding attitude of children towards teaching learning processes of Kalika Yatna are given in Table 15

Table 15: Attitude of Children towards Teaching Learning Processes of Kalika Yatna

III Standard		V Standard	
Total Score	27	Total Score	27
Mean Obtained Score	24.458	Mean Obtained Score	23.568
Standard Error	0.2728	Standard Error	0.2986
Standard Deviation	1.8901	Standard Deviation	1.9812
Count	48	Count	44
Mean Percentage	90.586	Mean Percentage	87.289

It can be seen from Table 15 that the children, both in standard III and standard V had a highly positive attitude towards the teaching learning process of Kalika Yatna. In other words, children had accepted the methodology followed in the learning initiative.

An attitudinal change observed during the evaluation pertains to aspects of education such as evaluation and testing. Normally children experience an anxiety and stress while undergoing a test. It was observed during testing of the learning levels of children and classroom observations that such an anxiety or stress was almost non existent in children. An illustration to this effect is presented from the field notes of a project fellow.

Most of the students finished the test by 12:15. They were interested in taking the test. They do it leisurely like how they do their work sheet. There was no tension or restlessness found among them while taking the test. Soon after the first test they were asking for the next one.

10/02/09: Tuesday
(Not video recorded)

Community Perception of Kalika Yatna

One of the objectives of Kalika Yatna is to inform and involve the school community in the educational development of children. It may not be wrong to say that the Non Governmental Organisation "*Praja Yatna*" has its strength in community mobilisation. It was felt important to know whether the Kalika Yatna processes have resulted in making the community members informed and involved. For this purpose, a sample of 75 community members, including parents of children undergoing the learning initiative, who were spread over five schools were selected as sample. The details are given in the figure18.
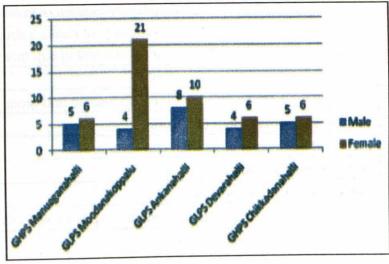
Figure 18: Sample for Interview with Community Members

Focus group interviews were conducted with the five groups of community members to know the extent to which they are aware of the learning initiative and their involvement in education as envisaged within the learning initiative. The interview centered around a set of eight questions given below.

1. *Do you know about Kalika Yatna?*
2. *Which aspects of Kalika Yatna do you like?*
3. *Is there any thing that you don't like in Kalika Yatna?*
4. *What are the different chores/activities that your children are engaged in after returning from school?*
5. *Have the children been benefited from Kalika Yatna programme? What are they?*
6. *What is your role in Kalika Yatna?*
7. *Do you have any suggestions for Kalika Yatna?*
8. *Do you agree with the idea of continuing Kalika Yatna in schools?*

Responses of the community members were analyzed and the results are given in the following sub sections.

Did the Learning Initiative make the Community aware of the Initiative?

The community members were asked whether they are aware that the learning initiative Kalika Yatna is implemented in their school. It was found that all members of the community who were interviewed were aware of the learning initiative (Table 16). They were asked whether is it beneficial and whether there exists a need to continue the initiative in the school. The community members were unanimous in opining that the initiative was beneficial and should be continued in the school.

Table 16: Awareness Level of the Community Regarding the Learning Initiative

Do you know about Kalika Yatna?		Is there a Need to continue Kalika Yatna?		Is Kalika Yatna beneficial?	
Yes	75	Yes	75	Yes	75
No	0	No	0	No	0

Subsequently they were asked what they like about Kalika Yatna that are its positive aspects as compared to the earlier approach. Their responses have been consolidated and presented in Table 26.

Table 17: Community Perception of Positive aspects of Kalika Yatna

Community Perception of Positive Aspects of Kalika Yatna	f	%
Increased learner interest and activity in learning e.g. maintaining portfolio, discussing	64	85
Provides free learning environment	46	61
Participatory learning through group discussion and group activity	47	63
Teachers take extra care of children	46	61
Extended learning in other than curricular areas	54	72
Self learning by children	43	57
Better feedback mechanism	46	61
Has removed the urge to admit children to private schools	28	37
Improved attendance in school	11	15
Improved language skills among children	10	13

What do Children do at Home?

It is important to know what are the activities/ tasks that children do at home after the school. Whether there is an extension of the learning that happens in school, or whether the learners are over burdened with mechanical activities against which the learning initiative has taken a position. It can be seen from Figure 19 that children are invariably involved in one or the other learning related activities at home. If their main preoccupation is reading, writing and completion of some assigned work (100%), they are also involved in certain other activities which may either enrich or extend the learning that happens in school. Such activities are reading newspaper (61%), discussing social and economic matters with family members (57%). If there are also traces of conventional learning activities such as reciting the mathematical tables (15%) in which some children are engaged, there are instances where children are engaged with activities that are specific to the learning initiative itself such as showing the portfolio to parents (13%). This figure however, should have been higher as far as the responses of community members are concerned.
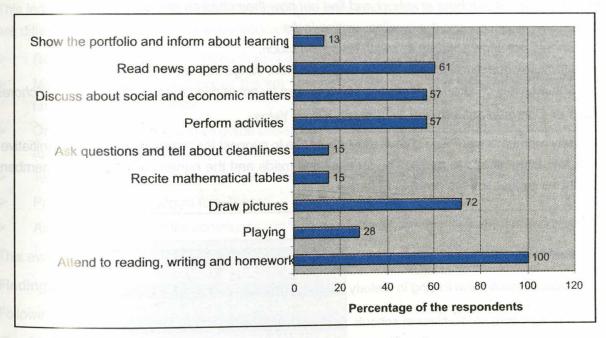
Figure 19: What do Children do at Home?

Community Perception of Benefits to Children

During the interview, the community members were asked whether Kalika Yatna was beneficial to children. All five groups of community members interviewed said that Kalika Yatna was beneficial. They were asked 'what benefits to children do they attribute to Kalika Yatna?' Several benefits were listed by them. The following statements made by the community members are an illustration of what are the benefits of Kalika Yatna in the eyes of the community.

➢ *Kalika Yatna is complementary to children's learning because here children can learn in groups and independently. It is good that they work at home even after the school*

➢ *They ask us questions about learning. We like it very much.*

- Children are engaged more than before in learning activities at home. They ask more about social issues.
- We find them more interested in learning and they learn independently
- Children read marriage invitations, newspapers and other books
- They learn about animals, birds, village, vegetable etc. and social issues
- They tell us about cleanliness and health

The Role of Parents

Community members were also asked what they see as the role of parents in the learning initiative. Following are some of the statements made by the community members in this regard.

- Parents should see how their wards are studying in school
- Find out what type of learning is taking place at home and take the responsibility of child' learning at home
- Should not beat or shout at children to make them learn. We should allow them to learn freely.
- They should meet teachers at school and find out how their children are learning.
- Parents should encourage the reading, writing tasks
- They should not allow children to watch television much.
- When they ask questions about leaning we teach them things that we know.
- They should allow children to engage in studies more by not making them do the household chores

Suggestions of Community Members to Improve Kalika Yatna

The community members were asked what they would like to suggest for improving the learning initiative. They had a few suggestions to make. The suggestions made and the number of community members who made those suggestions is given in Figure 20.
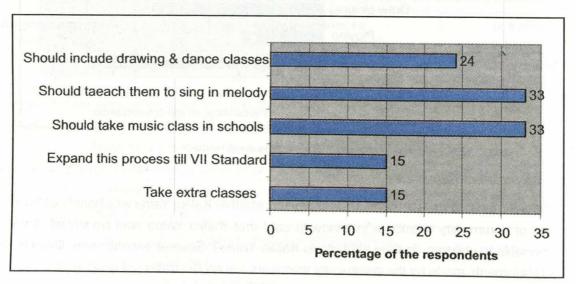
Figure 20: Community Members' Suggestions for Improvement

The main suggestion of the community members was regarding inclusion of curricular components of art, music and dance. In other words, the community members want the initiative to expand its scope to co-scholastic areas of learning. The acceptance of the initiative by the community members is seen in their suggestion to extend the Kalika Yatna processes till standard VII.

SECTION IV

FINDINGS, DISCUSSION AND RECOMMENDATIONS

Kalika Yatna – The Learning Initiative being Evaluated

Kalika Yatna as an innovation seeks to redefine aspects of classroom processes like facilitation, assessment and development of competencies by building relevance into learning and thus improve the quality of learning. The approach is based on the premise that if facilitators understand how children learn and develop the ability to support them in contextualizing their learning, children will learn more effectively in a self directed manner. It is an attempt to build on existing efforts to develop children's abilities to learn. In the current system, learning is limited to reproducing the content in textbook through short test or examinations. Thus while in the present system, the focus is on 'what' children should learn, Kalika Yatna emphasizes that focusing on 'how' children learn is of greater value for the teachers, children and parents.

This learning initiative for improvement of quality in primary education consists of following features that are different from the existing primary education practices in other parts of the State of Karnataka.

➢ Redefining the curriculum through concept maps and concept plans

➢ Moving away from text book as the key resource in teaching, and integration of various subjects taught at the primary level

➢ Organising learning in a multi grade classroom and considering multi grade teaching as an essential aspect of primary education

➢ Teacher empowerment through teacher collective meetings at the cluster level

➢ Providing on-site support to teachers

➢ Awareness building in the community and there by Involving community members in primary education

This evaluation has tried to take in to account all these aspects of Kalika Yatna in this report.

Findings of Evaluation

Following are the main findings of the evaluation.

Curriculum

1. Kalika Yatna had in fact analysed the State curriculum and syllabi and had arrived at the list of concepts to be facilitated from classes I to V.

2. The curricular content of the learning initiative had parity with the curricular content of the State, except for certain content pertaining to Social Studies of standard V and Mathematics of standard V.

Classroom Processes

3. All Kalika Yatna classrooms were employing the learning strategy in which the teacher was facilitating learning. Other most predominant characteristics of the Kalika Yatna classrooms were that they provided for conceptual learning, organized learning in groups and encouraged active participation and interaction by the learners. Generally the atmosphere of the classrooms was joyous. However, on most occasions, learning was teacher mediated and hence there were very few instances of independent learning by children.

4. The processes of *Facilitation of learning, Learner centered transactions, Group work by children and Listening and responding by children* are not only the most predominant of the processes but also they were taking place across almost all schools.

5. Whereas the processes related to *Self directed learning, Concept learning, Language development, Use of songs/rhymes and relaxation activities, and Cooperative learning* were found in many schools, the processes of *reflection by all children, practice and feedback and independent learning* are found in very few schools.

Teacher Empowerment

6. In Kalika Yatna, teachers are directly engaged in the planning of curricular experiences to be organised in the classroom in the teacher collective meetings. The teacher collective meetings are held regularly. Experience sharing is also a major activity in the meeting.

7. For on-site facilitation, the team members of Kalika Yatna were assigned different schools. They were found to be maintaining records, help individual teachers and act as a replacement teacher when a teacher was on leave or deputation. However, the function of replacing a teacher who is on leave or deputation was difficult to be performed when there were more teachers on unanticipated leave or when this function clashes with other functions of the team members.

8. Majority of the teachers opined that they were fully aware of the Kalika Yatna processes. Among them, if some teachers attributed the reasons to the training they received in the teacher collectives, a large majority of them were actually feeling that they could be more aware.

9. The reason for opining that they are not fully aware of the Kalika Yatna processes was that the teacher was either newly appointed or has been deputed to the cluster in which the learning initiative was being implemented.

10. Teachers had a moderately positive attitude towards Kalika Yatna.

11. As compared to the Non-Kalika Yatna teachers, a significantly greater percentage of the teachers of Kalika Yatna were perceiving themselves as competent in teaching.

12. The Kalika Yatna teacher perceptions were also pronounced in the other two catagories namely partially competent and not competent.

Learning Achievement

Standard III

13. The initiative had produced higher amount of learning among children of standard III in Language, EVS and Mathematics when all competencies are taken together.

14. Significance of difference between mean achievement in III standard Kannada of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in ten out of a total of fourteen competencies tested.

15. Significance of difference between mean achievement in III standard Environmental Studies of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in eight out of a total of fourteen competencies tested.

16. Significance of difference between mean achievement in III standard Mathematics of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior

performance in nine out of a total of nineteen competencies tested. Whereas the Non-Kalika Yatna group has out performed the Kalika Yatna group in ten out of the nineteen competencies.

Standard V

17. The initiative had produced higher amount of learning among children of standard V in Language, EVS and Mathematics when all competencies are taken together.

18. Mean achievement in V standard Kannada of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in five out of a total of eight competencies tested.

19. Mean achievement in V standard Social Science of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in six out of a total of eleven competencies tested.

20. Mean achievement in V standard Science of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in five out of a total of eight competencies tested.

21. Mean achievement in V standard Mathematics of the Kalika Yatna and Non-Kalika Yatna groups reveal that the Kalika Yatna group has shown significantly superior performance in thirteen out of a total of seventeen competencies tested.

Learner Perception of Kalika Yatna

22. Learners had a fair understanding of Kalika Yatna approach, perceived a difference in the role of the teacher and, a large majority of them preferred the approach over the Nali-Kali approach.

23. Learners preferred the multi-grade characteristic of Kalika Yatna but did not prefer the non-textbook policy of Kalika Yatna when they felt that textbooks are necessary for learning.

24. Both in standard III and standard V, children had a highly positive attitude towards the teaching learning process of Kalika Yatna.

25. An attitudinal change observed during the evaluation pertains to aspects of education such as evaluation and testing. Normally children experience an anxiety and stress while undergoing a test. It was observed during testing of the learning levels of children and classroom observations that such an anxiety or stress was almost non existent in children.

26. Children are invariably involved in one or the other learning related activities at home. If their main preoccupation is reading, writing and completion of some assigned work (100%), they are also involved in certain other activities which may either enrich or extend the learning that happens in school.

Perception of the Community

27. The community members were unanimous in opining that the initiative was beneficial and should be continued in the school.

28. The acceptance of the initiative by the community members is seen in their suggestion to extend the Kalika Yatna processes till standard VII.

29. The community members want the initiative to expand its scope to co-scholastic areas of learning.

Best Practices in Kalika Yatna Approach that can be Integrated into Existing Classroom Practices and Schools of the State

Kalika Yatna has introduced several changes in the existing primary education relating to curriculum, teacher empowerment, classroom processes, and community involvement. Some of those changes which seem to have made a difference and might be in keeping with the times have been stated here as best practices that can be integrated into existing classroom practices and schools.

Curriculum

The initiative employs concept plans to be developed by the teachers in the teacher collective meetings. A concept plan is designed for every month and every teacher has a copy of it for him / her to implement in the classroom. Apart from showing the linkages between concepts, the concept plan presents the learning experiences to be provided and the questions around which the theme would develop.

Teacher Role and Teacher Empowerment

Kalika Yatna, the quality initiative, has introduced not only several changes in the classroom processes but also envisages a major shift in the role of the teacher from that of an information provider to a facilitator of learning within a constructionist framework. Considering that this articulation of the role of a teacher is in tune with the suggestions made in the National Curriculum Framework – 2005, the State may like to show the case of classroom processes of Kalika Yatna for the benefit of teachers in other clusters.

The initiative follows a continuous training of teachers through *"Teacher Collective Meetings"* at the cluster level. This practice may be considered to address some of the drawbacks of one shot training or training at the block or district level.

Learners

Normally children experience an anxiety and stress while undergoing a test. It was observed that such an anxiety or stress was almost non existent in children. This was attributable to the evaluation procedures followed in the learning initiative which seems to be taking away the stress from children.

Community Perceptions

It was observed that Kalika Yatna has successfully reached a partnership with the community as evident from the reactions and perceptions of the community. The State has been attempting to ensure that the community, which is a stake holder in education, would be involved in the school and its activities. The community interaction and involvement processes of Kalika Yatna may be employed in other schools as well.

Documentation, Evaluation and Feedback

The portfolio assessment has been employed for documentation of student work in the classroom, assessment of progress and feedback to parents. It can be replicated.

Some Suggestions for Improvement

1. Teacher is the key functionary in primary education. Whatever be the vision of the government or the agency implementing an educational change its success depends on its implementation at the classroom level. The programme has been fairly successful in achieving a role shift among teachers of primary schools. However, the fact that on most occasions learning was teacher mediated and that there were very few instances of independent learning by children would need attention. Also,

the perception of teachers that they could be more aware of Kalika Yatna approach would indicate that the teacher empowerment process has to be more rigorous with necessary follow-up. Eventhough the programme takes in to account broad levels of professional competencies of teachers, it may be suggested that a detailed conceptualization of teacher development, specification of teacher competencies in measurable terms and closer monitoring of performance at the school level may further enrich the teacher development dimension of the programme.

2. The programme believes in viewing multigrade classroom as a necessity rather than constraint. It is also believed within the programme that the programme has addressed the teacher shortage issue of the state. It was found during the course of the study that there were instances of teachers on deputation to schools during the absence of the regular teacher. On such occasions, the programme inputs suffer. Since it is natural that there would be one or the other occasion when regular teacher may be away from the school on leave or deputation, a plan for unhindered continuity to the classroom processes has to be worked out, may be in the form of having a certain number of *buffer teachers*.

3. The curriculum has been consciously designed and concepts are so chosen as to achieve parity with the curricular content of the State. There were instances of difference in the content or its treatment at higher classes of primary education. It could be due to the fact that certain content of the State curriculum are discipline based or informative content and hence they were difficult to be naturally integrated with the other concepts. Such content though not well integrated may be brought within the experience of the learners by way of activities and worksheets. This suggestion is only to ensure greater parity of content.

4. The comparison of learning assessment of Kalika Yatna students with those of Non-Kalika Yatna students have revealed that there are areas within subjects in which Kalika Yatna students have not performed at par with their counterparts. The difference is more pronounced and alarming in mathematics. This is due to insufficient or improper learning experiences provided to children undergoing Kalika Yatna. A detailed internal inquiry may be made by the programme staff to rectify this difference which may be serious from the point of view of learning development of children. An exercise of nature of integration attempted for various competencies not achieved by children and auditing of time spent for different subjects and competencies within them is strongly recommended.

5. Learners preferred the multi-grade characteristic of Kalika Yatna but did not prefer the non-textbook policy of Kalika Yatna when they felt that textbooks are necessary for learning. If the programme is not the only programme implemented in the entire State, such a concern may be in the minds of teachers and parents as well, if they have not understood the logic of the programme. More over, textbook is a learning resource and it is suggested that Kalika Yatna may consider consciously and deliberately using it as a learning material in its activities rather than leaving it to the choice of the teacher.

The Possibilities of Upscaling

Whether the Kalika Yatna efforts are worth upscaling? If so, what could be the ways and means for upscaling Kalika Yatna with a view to ensuring quality elementary education for all? These questions, though relevant, have not been evaluated in the same manner as learning achievement of children or

teacher development. This was primarily due to the fact that such a question demanded additional systemic financial and administrative data. However, evidences have been gathered in the course of this evaluation to generate a view about upscaling.

First and foremost is the question whether the programme is worth upscaling. The evidences gathered and results of analysis of impact of different dimensions of Kalika Yatna would suggest that the programme is worth upscaling, after addressing the suggestions made for improvement.

Second is the question of ways and means of upscaling. It may be noted that at the time of completion of this report, Kalika Yatna is a five year old project. Also, it is a project undertaken in a partnership between the department of education and the NGO - Praja Yatna. One would expect that any project of this kind will have a withdrawal plan such that the programme becomes sustainable and without any assistance or monitoring by personnel other than those who are connected with a school namely the teachers, the community members and the officials at the cluster, block and district levels. Such a view is well within the logic of Kalika Yatna as well as it is in consonance with the view of the State and SSA which has initiated the slogan "*Nammoora Shale*" or the *school of my village* in an attempt to remove the notion of 'government school' and infuse a feeling of ownership among teachers and community members. Instead of creating a parallel support system to that of the departmental system, efforts should have been made by now to make the programme sustainable within the existing personnel and resources of the system. As on now, it was found during the course of this evaluation that the personnel and resources of the system are generally out of the preview of Kalika Yatna to the extent that they are either unaware, ill informed or have cultivated a lukewarm attitude to the programme.

A third suggestion in the context of upscaling relates to the extent of upscaling. Unlike many other quality initiatives, Kalika Yatna visualizes a continuous and intense process of teacher development which is contextualized to the cluster. Hence, it can be said that the smallest unit for expansion is a cluster and not a school or a block or district. It has been observed that the trainers and team members of Kalika Yatna have acquired a degree of understanding of the programme and have developed within themselves an ability to organize teacher collective meetings and facilitate teacher development either through collective meetings or through on-site support. Upscaling hence will have to be accompanied by a staggered plan of developing requisite number of resource persons and trainers, if they have to be accessible within a cluster. Further, these personnel need to be from within the department if the programme has to be sustainable. Considering that such an attempt has not been made at the Bilikere cluster, at best the expansion could be in the form of a few more clusters being taken up by a team of well oriented and competent trainer resource persons. This could either be writhin the district of Mysore or across districts. It may be recalled here that the Bilikere cluster was not a randomly selected cluster but was purposively chosen. The same situation may not exist in other clusters and hence the community (including departmental functionaries) mobilization will have to be appropriately undertaken prior to launching of the initiative.

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APPENDIX 1

Terms of References for the Evaluation Study of Kalika Yatna Project

Objectives:

The study will aim at achieving the following objectives:

1. To ascertain the efficacy of the processes in Kalika Yatna with special reference to:
   - Integration of curriculum (Language, Mathematics and Environment Study (EVS) in planning and organization of concepts/ content and their delivery in classrooms.
   - Strategy for teachers' professional development vis-à-vis tasks expected of them.

2. To assess the level and quality of participation of students in classroom processes, self learning activities, individual and group activities, out of school programmes and assessment processes.

3. To examine the extent and level of academic/ professional support provided by project staff to schools and teachers during implementation of the project.

4. To study of effectiveness of Kalika Yatna efforts on the learning levels of children in reference to KSQAO's achievement surveys.

5. To examine the effectiveness of Kalika Yatna approach in respect of the perception of teachers and parents/ SDMC/ community members.

6. To examine the salient features (best practices) of Kalika Yatna approach which have the potential for integration into existing classroom practices.

7. To suggest means and ways for up scaling Kalika Yatna in respect of enhancing quality of elementary education.

Research Questions:

The following questions may be answered through the outcomes of the study:

1. What is the efficacy of the processes of Kalika Yatna processes with regard to integration of curriculum (Language, Mathematics and EVS) in planning and organization of concepts/ content and their classroom delivery?

2. How effective is the Kalika Yatna strategy in respect of teachers' professional development and the tasks expected of them?

3. How effective is the academic and professional support extended by project staff to the schools and teachers in implementation of the project?

4. What is the effect of the Kalika Yatna efforts on learning levels of children?

5. What the perception is of teachers, parents, SDMC members and community members towards Kalika Yatna approach?

6. What are the best practices in Kalika Yatna approach that can be integrated into existing classroom practices?

7. Whether the Kalika Yatna efforts are worth up scaling? If so, what could be the ways and means for up scaling Kalika Yatna with a view to ensuring quality elementary education for all?

Methodology:

The study will be conducted using both qualitative and quantitative approaches employing Descriptive Survey Method. Class room observations will be made for at least 100 classes. It will be supported by video clipping of selected classes.

It is estimated that data collection from one school will need at least three days; one day interview with teachers, students and community members, observation of one teaching-learning cycle which may be spread over two-three days and one day for administration of tools on students. Interview with District Block & State level functionaries & the NGO staff will be also undertaken. Focus group discussions will also be conducted.

Sampling:

It would be a census study involving the whole block (Bilkere block). Data pertaining to all schools will be taken. However sample comprising teachers, students, SDMC members, community representatives will be taken as under.

- Teachers : 35
- Students : 100
- SDMC/ community members : 30
- BEOs/ other personnel : 10
- Classroom observations : 100
- Video records and classroom transaction : 50

Tools:

The following research tools will be developed in pursuance of the objectives of the study

- Classroom observation schedule
- Interview schedule/ perception scale for teachers/Headmasters/community members and students
- School record proforma
- Documents of Kalika Yatna
- Interview schedule for Kalika Yatna officials, block/cluster level personnel.
- Content analysis criteria for analyzing Kalika Yatna methodology including teacher development
- Achievement tests in Language, Mathematics and EVS. These will be adopted out of KSQAO tools

Data collection would be undertaken from November 2008 to February-March, 2009.

Reporting:

The NCERT will develop a research report and share the finding of the draft report with stakeholders at Bengaluru and submit the final report incorporating the observations/suggestions.

Budget

a	A 4 day workshop for development of tools at RIE Mysore involving six exports	Rs. 40,000.00
b	Salary of 2 JPFs for 6 months (2 x 8000 x 6)	Rs. 96,000.00
c	TA/DA of project staff (RIE faculty and JPFs)	Rs. 20,000.00
d	Printing of tools (say 10 pages, 600 students) • Five pages for 35 teachers and project staff • Two pages for 10 State/Dist./Block/NGO personnel • Achievement Tests in Language/Math's/EVS	Rs. 1,00,000.00
e	Video recording of classroom process, teacher collective meetings. 50 cassettes of 1 hour recording time. (total 50 hours of recordings) Camera may be retained by the institution (RIE Mysore) after completion of the project.	Rs. 50,000.00

f	TA/DA of the NCERT faculty	To be drawn out of SSA funds at NCERT HQs.
g	Sharing workshop at Bengaluru	1,00,000.00
h	Publication of Research	50,000.00
i	Contingency	24,000.00
	Total	**Rs. 4,80,000.00**

Note:

1. The aforesaid funds are just estimates. The SPD office may make realistic assessment and allocate money.

2. Amount pertaining to items a,b,c,e,i could be placed at the disposal of principal RIE Mysore. Workshop for tool development and appointment of JPFs would be taken up only after the fund for this purpose is transferred to principal RIE Mysore.

Time Frame:

The study will be completed in 6 months from the date of acceptance of TORs by SPD office. The sharing workshop could be organized in April 2009 and final report submitted by May-2009.

School wise List of Teachers in Bilikere Cluster

ಕ್ರ.ಸ	ಶಾಲೆಯ ಹೆಸರು	ಶಿಕ್ಷಕರುಗಳ ಹೆಸರು
1	ದಾಸ್ತಿಕೊಳ	ಶ್ರೀಮತಿ ಮರಿಯಾ ಪ್ರೀತಿ ಎಂ.
2		ಶ್ರೀಮತಿ ಜ್ಯೋತಿ ಜಿ.ಎನ್.
3	ಯಲಚವಾಡಿ	ಶ್ರೀ ಗಿರೀಶ್
4		ಶ್ರೀ ರಾಜೇಶ್
5	ದಳ್ಳಾಳು	ಶ್ರೀ ಸುರೇಶ್ ಎಂ.
6		ಶ್ರೀ ಪುಟ್ಟಸ್ವಾಮಿಗೌಡ ಆರ್.ಜಿ
7	ಮಲ್ಲಿನಾಥಪುರ	ಶ್ರೀಮತಿ ರುಕ್ಮಿಣಿ ಹೆಚ್.ಟಿ
8		ಶ್ರೀಮತಿ ಗಾಯತ್ರಿ ಎಂ.ಆರ್
9		ಶ್ರೀ ಶ್ರೀಕಾಂತ್ ಕೆ.ವಿ
10	ದಳ್ಳಾಳು ಕೊಪ್ಪಲು	ಶ್ರೀಮತಿ ಸುಜಾತ ಎ.ವಿ
11		ಶ್ರೀಮತಿ ಭಾಗ್ಯಲಕ್ಷ್ಮಿ
12	ಜೀನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಹ್ಯಾರಿ ಜೂಲಿಯಾನ್
13		ಕುಮಾರಿ ಕವಿತಾ ಸಿ.
14	ಅಂಕನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಶಾರದಮ್ಮ ಎಚ್.ಎಂ.
15		ಶ್ರೀ ಮಂಜುನಾಥ ಎಸ್.
16	ಕೆಂಪಮ್ಮನಹೊಸೂರು	ಶ್ರೀಮತಿ ಪ್ರಮಕಲ
17	ದೊಡ್ಡಬೀಚನಹಳ್ಳಿ	ಶ್ರೀ ರಾಘವೇಂದ್ರರಾವ್
18		ಶ್ರೀ ಶೇಖರ್ ನಾಯಕ್
19	ದೇವರಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಸುನೇತ ಎನ್.
20		ಶ್ರೀಮತಿ ನರ್ಮಲ
21	ಸಬ್ಬನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಇಂದಿರಾ ಕೆ.ಟಿ.
22		ಶ್ರೀ ವೆಂಕಟರಾಮು
23	ಮೂಡಲಕೊಪ್ಪಲು	ಶ್ರೀಮತಿ ಮೈಕೇಲ್ ಪಾಷನ್
24		ಶ್ರೀ ಸಿದ್ದಲಿಂಗಮೂರ್ತಿ ಎಂ.ಎಸ್
25	ಬೂಚಹಳ್ಳಿ	ಶ್ರೀಮತಿ ರೇಣುಕಾ ಎಂ.ಆರ್
26		ಶ್ರೀಮತಿ ನಸೀಮ ದಾವೂದ್
27	ವಡ್ಡರಹಳ್ಳಿ	ಶ್ರೀ ಸ್ವಾಮಿ ಎಂ.
28		ಶ್ರೀ ಪ್ರಸನ್ನ
29	ಮೈದನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಜಯಲಕ್ಷ್ಮಿ
30		ಶ್ರೀಮತಿ ರೇಣುಕಾಂಬ ಕೆ.ವಿ
31	ಬೆಟ್ಟದೂರು	ಶ್ರೀ ಗೋಪಾಲಕೃಷ್ಣ
32		ಶ್ರೀಮತಿ ಇಂದ್ರಾಣಿ ಎಸ್.ಎಸ್.
33		ಶ್ರೀ ಗೋಪಾಲಗೌಡ

34	ಬಿಳಿಕೆರೆ	ಶ್ರೀ ಮಂಚನಾಯಕ
35		ಶ್ರೀಮತಿ ಭ್ಯಾಗ್ಯಲಕ್ಷ್ಮಿ ಎಂ.ಎಸ್
36		ಶ್ರೀಮತಿ ಶ್ಯಾಮಲ
37		ಶ್ರೀಮತಿ ಶಾಂತ ಎಂ.ಎಲ್
38		ಶ್ರೀಮತಿ ಶೀಲಾರಾಣಿ
39		ಶ್ರೀಮತಿ ನೀಲಮ್ಮ
40		ಶ್ರೀಮತಿ ಹೇಮಲತಾ
41		ಶ್ರೀ ನಾರಾಯಣ ಶೆಟ್ಟಿ ಎಚ್.ಆರ್
42		ಶ್ರೀಮತಿ ಶೋಭಕುಲಕರ್ಣಿ
43		ಶ್ರೀಮತಿ ವಿಜಯಲಕ್ಷ್ಮಿ ಎಚ್.ಆರ್.
44		ಶ್ರೀಮತಿ ಪುಷ್ಪವತಿ ಕುಲಕರ್ಣಿ
45		ಶ್ರೀಮತಿ ಸುಶೀಲಮ್ಮ ಎಂ.
46	ಮನುಗನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಶಾರದಮ್ಮ
47		ಶ್ರೀಮತಿ ಪಿ. ವೀಣಾ ಪಿ.
48		ಶ್ರೀಮತಿ ಲತಾ ಎಂ.ಆರ್
49		ಶ್ರೀಮತಿ ಸರೋಜಮ್ಮ ಪಿ.
50	ಚಿಕ್ಕಾದನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಸರೋಜಮ್ಮ
51		ಶ್ರೀಮತಿ ವೇದಾವತಿ ಎನ್.
52		ಶ್ರೀಮತಿ ಭಾಗ್ಯಲಕ್ಷ್ಮಿ ಕೆ.
53	ಹಂಚನಹಳ್ಳಿ	ಶ್ರೀ ಚಂದ್ರೇಗೌಡ
54		ಶ್ರೀ ಸುರೇಶ್ ಎಂ.ಎಸ್.
55		ಕುಮಾರಿ ಮಾದೇವಿ
56		ಶ್ರೀಮತಿ ಫರ್ಹೀನ್‌ತಾಜ್ ಎಚ್.ಎನ್
57	ಹುಳ್ಳೇನಹಳ್ಳಿ	ಶ್ರೀ ಸನತ್‌ಕುಮಾರ್
58		ಶ್ರೀಮತಿ ಜೋತಮ್ಮ
59		ಶ್ರೀಮತಿ ಸುಜಾತ ಕೆ.ಪಿ.
60	ಹಳೇಬೀಡು	ಶ್ರೀ ವಿಜಯ ಬಿ.
61		ಶ್ರೀಮತಿ ಸುಷ್ಮ
62		ಶ್ರೀಮತಿ ಮೇರಿ ರೆಜಿನಾ
63		ಶ್ರೀಮತಿ ರಮಾಮಣಿ
64		ಶ್ರೀ ಗುರುಮೂರ್ತಿ ವಿ.
65	ಗೆರಸನಹಳ್ಳಿ	ಶ್ರೀ ಪಾಪಣ್ಣ
66		ಶ್ರೀಮತಿ ಶಾಂತ
67		ಶ್ರೀ ಭೈರ ಕೆ.
68		ಶ್ರೀ ರಾಜಶೇಕರ್ ಎಚ್.ಎಸ್.
69		ಶ್ರೀಮತಿ ಕುಮಾರಿ ವಿ.

APPENDIX 3

List of Teachers and Students in Kalika Yatna Schools During 2005-06

2005–2006ನೇ ಸಾಲಿನಲ್ಲಿ ಕಲಿಕಾಯತ್ನ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡಿದ್ದ ಮಕ್ಕಳ ವಿವರ

ಕ್ರ.ಸಂ.	ಶಾಲೆಯ ಹೆಸರು	ಶಿಕ್ಷಕರ ಹೆಸರು	ಮಕ್ಕಳ ಸಂಖ್ಯೆ
1	ಯಲಚವಾಡಿ	ಶ್ರೀ ಗಿರೀಶ್	14
2	ದಳ್ಳಾಳು	ಶ್ರೀ ಸುರೇಶ್	20
3	ಮಲ್ಲಿನಾಥಮುರ	ಶ್ರೀಮತಿ ರುಕ್ಮಿಣಿ	20
		ಶ್ರೀಮತಿ ಗಾಯಿತ್ರಿ	30
4	ದಳ್ಳಾಳುಕೊಪ್ಪಲು	ಶ್ರೀಮತಿ ಸುಜಾತ ಎ.ವಿ	22
5	ಜೀನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಹ್ಯಾರಿ ಜೂಲಿಯಾನ್	21
6	ಅಂಕನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಶಾರದಮ್ಮ	22
7	ಕೆಂಪಮ್ಮನಹೊಸೂರು	ಶ್ರೀಮತಿ ಪ್ರಮಕಲಾ	08
8	ದೊಡ್ಡಬೀಚನಹಳ್ಳಿ	ಶ್ರೀ ರಾಘವೇಂದ್ರರಾವ್	24
9	ದೇವರಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಸುನೀತ	19
10	ಸಬ್ಬನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಕೆ.ಟಿ.ಇಂದಿರಾ	24
11	ಮೂಡಲಕೊಪ್ಪಲು	ಶ್ರೀಮತಿ ಮೈಕಲ್ ಪಾಷನ್	29
12	ಬೂಚಹಳ್ಳಿ	ಶ್ರೀಮತಿ ರೇಣುಕ ಎಂ. ಆರ್.	22
13	ವಡ್ಡರಹಳ್ಳಿ	ಶ್ರೀ ಸ್ವಾಮಿ ಎಂ	17
14	ಮೈದನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ರೂಪ ಕೆ.	23
15	ಬಿಳಿಕೆರೆ	ಶ್ರೀಮತಿ ಭಾಗ್ಯಲಕ್ಷ್ಮಿ ಎಂ.ಎಸ್.	33
		ಶ್ರೀಮತಿ ಶ್ಯಾಮಲ	32
		ಶ್ರೀಮತಿ ಶಾಂತ ಎಂ	28
		ಶ್ರೀಮತಿ ಶೀಲಾರಾಣಿ	27
		ಶ್ರೀಮತಿ ನೀಲಮ್ಮ	38
		ಶ್ರೀಮತಿ ಹೇಮಲತ	38
16	ಮನುಗನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ವೀಣಾ	23
		ಶ್ರೀಮತಿ ಲತಾ	24
17	ಚಿಕ್ಕಡನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಭಾಗ್ಯಲಕ್ಷ್ಮಿ ಕೆ	13
		ಶ್ರೀಮತಿ ವೇದಾವತಿ ಎನ್.	21
18	ಹಂದನಹಳ್ಳಿ	ಶ್ರೀರಾಜಶೇಖರ್	40
		ಶ್ರೀಮತಿ ಫ್ರ್ಗ್ಲಿ ನ್ ತಾಜ್	39
19	ಹುಲ್ಲೇನಹಳ್ಳಿ	ಶ್ರೀ ಪ್ರಸನ್ನ	40
		ಶ್ರೀಮತಿ ಕೆ.ಪಿ. ಸುಜಾತ	10
20	ಬೆಟ್ಟದೂರು	ಶ್ರೀಮತಿ ಇಂದ್ರಾಣಿ ಎಸ್.	29
21	ಹಳೇಬೀಡು	ಶ್ರೀಮತಿ ನಾರಾಯಣಗೌಡ/	32
		ಶ್ರೀಮತಿ ನಾಗಮಣಿ	
		ಶ್ರೀಮತಿ ಪದ್ಮ	44
22	ಗೆರಸನಹಳ್ಳಿ	ಶ್ರೀಮತಿ ಶಾಂತ	52
		ಶ್ರೀ ಭೈರ	42

Competency List for Standard III and Standard V

3ನೇ ತರಗತಿ ಸಾಮರ್ಥ್ಯಗಳ ಪಟ್ಟಿ

ಕ್ರ. ಸಂ.	ಸಾಮರ್ಥ್ಯಗಳ ಪಟ್ಟಿ
1	ನಕಲು ಮಾಡುವುದು.
2	ಮಾದರಿಯಂತೆ ಬರೆಯಿರಿ : ಸ್ಥಾನ ಬೆಲೆ
3	ಸ್ವಂತ ವಾಕ್ಯದಲ್ಲಿ ಬರೆಯಿರಿ
4	ಮಾದರಿಯಂತೆ ಬರೆಯಿರಿ : ವಿಸ್ತರಿಸಿ ಬರೆಯಿರಿ
5	ವಿರುದ್ಧಾರ್ಥ ಬರೆಯಿರಿ.
6	ಹೊಂದಿಸಿ ಬರೆಯಿರಿ. ಪರಿಕಲ್ಪನೆ : ಸಾರಿಗೆ, ಇಂದನ, ಆಹಾರ
7	ಬಿಟ್ಟ ಸ್ಥಳಗಳನ್ನು ಭರ್ತಿಮಾಡಿ. ಪರಿಕಲ್ಪನೆ : ಗುಣಾಕಾರ, ಪ್ರಾಣಿಗಳು, ಸಜೀವಿ ಮತ್ತು ನಿರ್ಜೀವಿ, ಬಣ್ಣಗಳು, ಮಾಲಿನ್ಯ.
8	ಗಡಿಯಾರದಲ್ಲಿ ಸಮಯ ಗುರುತಿಸುವಿಕೆ /27. ದೇಹದ ಭಾಗಗಳನ್ನು ಗುರುತಿಸಿ.
9	ಕೊಟ್ಟಿರುವ ಅಕ್ಷರದಿಂದ ಪ್ರಾರಂಭವಾಗುವ ಪದಗಳನ್ನು ರಚಿಸುವುದು.
10	ಮಾದರಿಯಂತೆ ಬರೆಯಿರಿ: ಬೇಟೆ+ಗಾರ = ಬೇಟೆಗಾರ
11	ಮಧ್ಯದಲ್ಲಿ ಬಿಟ್ಟು ಹೋಗಿರುವ ಸಂಖ್ಯೆಗಳನ್ನು ಬರೆಯಿರಿ.
12	ಬಹುರೂಪ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.
13	ಎರಡು ಮೂರು ಅಂಕಿಯ ಸಂಕಲನ ಮಾಡಿ.
14	ಪ್ರಾಸ ಪದಗಳು ಆರಿಸಿ ಬರೆಯಿರಿ.
15	ಗುಂಪಿಗೆ ಸೇರದ ಪದವನ್ನು ಆಯ್ಕೆ ಮಾಡಿ.
16	ಮೂರು ಅಂಕಿಯ ವ್ಯವಕಲನ
17	ಸಜೀವ – ನಿರ್ಜೀವ ವಸ್ತುಗಳ ವರ್ಗೀಕರಣ
18	ಪ್ರಾಣಿಗಳಿಗೂ – ಸಸ್ಯಗಳಿಗೆ ಇರುವ ವ್ಯತ್ಯಾಸಗಳನ್ನು ಬರೆಯಿರಿ.
19	ಚಿತ್ರನೋಡಿ ಪದ ಬರೆಯಿರಿ.
20	ಕಿಟಕಿ/ಬಾಗಿಲು ತಯಾರಿಸಲು ಬೇಕಾಗುವ ವಸ್ತುಗಳು.
21	ಅನ್ವಯ – ಸಂಜೆಯ ಹೊತ್ತು ನಮ್ಮ ನೆರಳು _____ ದಿಕ್ಕಿಗೆ ಚಾಚಿಕೊಂಡಿರುತ್ತದೆ.
22	ಹೆಚ್ಚು ಕಡಿಮೆ ಚಿಹ್ನೆ ಬಳಸಿ.
23	ವಾಕ್ಯ ರೂಪದ ಸಂಕಲನ, ವ್ಯವಕಲನ, ಗುಣಾಕಾರ, ಭಾಗಾಕಾರ.
24	ರಸ್ತೆ ಚಿಹ್ನೆಗಳ ಬಳಕೆ
25	ಗದ್ಯಭಾಗ ಓದಿಕೊಂಡು ಏಕೆ ? ಹೇಗೆ? ಏನು ? ಯಾರಿಗೆ ? ಈ ರೀತಿಯ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿರಿ.
26	ಚಿತ್ರವನ್ನು ಗಮನ ನಾಲ್ಕಾರು ವಾಕ್ಯಗಳಲ್ಲಿ ನಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಬರೆಯಿರಿ.
27	ಚಿತ್ರಗಳನ್ನು ಭಿನ್ನರಾಶಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ.

5ನೇ ತರಗತಿ ಸಾಮರ್ಥ್ಯಗಳ ಪಟ್ಟಿ

ಕ್ರಮ ಸಂಖ್ಯೆ	ಸಾಮರ್ಥ್ಯಗಳ ಪಟ್ಟಿ
1	ಬಿಟ್ಟ ಸ್ಥಳವನ್ನು ಭರ್ತಿಮಾಡಿ.
2	ವ್ಯತ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ
3	ವಾಕ್ಯರೂಪದ ವ್ಯವಕಲನ(ಬಿಂದು)
4	ಭಾಗಾಕಾರ
5	ಕೋನ ರಚನೆ
6	ಸಂಕಲನ ಮಾಡಿ ಅಡ್ಡಸಾಲು ಉದ್ದಸಾಲು
7	ಹೊಂದಿಸಿ ಬರೆಯಿರಿ
8	ಗುಂಪಿಗೆ ಸೇರದ ಪದವನ್ನು ಆರಿಸಿ ಬರೆಯಿರಿ.
9	ಈ ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳಲ್ಲಿ ಯಾವ ಬಲವು ಪ್ರಯೋಗಿಸಲ್ಪಟ್ಟಿದೆ
10	ವರ್ಗೀಕರಣ ಮಾಡಿ.
11	ಭಾರತದ ಭೂಪಟವನ್ನು ಬರೆದು ಈ ಕೆಳಗಿನವುಗಳನ್ನು ಗುರುತಿಸಿ
12	ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ 5–6 ವಾಕ್ಯಗಳಲ್ಲಿ ಉತ್ತರಿಸಿ
13	ನೀವು ಗಮನಿಸಿದಂತೆ ಹಳ್ಳಿ ಮತ್ತು ನಗರದ ಸಮಸ್ಯೆಗಳನ್ನು ವಿವರಿಸಿ
14	ಘನ, ದ್ರವ, ಅನಿಲ, ಇಂಧನಗಳಿಗೆ ಒಂದೊಂದು ಉದಾಹರಣೆ ಕೊಡಿ.
15	ಸ್ಥಳೀಯ ಸಂಸ್ಥೆಗಳನ್ನು ಹೆಸರಿಸಿ.
16	ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ 2–3 ವಾಕ್ಯಗಳಲ್ಲಿ ಉತ್ತರಿಸಿ
17	ಲಾಭ ನಷ್ಟದ ಲೆಕ್ಕಗಳು
18	ಶೇಕಡ ಲೆಕ್ಕಗಳು
19	ಗುಣಾಕಾರ
20	ಕಾಲಗಣನೆ
21	ಸಂಪನ್ಮೂಲಗಳ ಮಾಹಿತಿ (ಸ್ಮರಣೆ)
22	ಗಣಗಳು
23	ಬಹು ಅಂಶಗಳ ಆಯ್ಕೆ
24	ಸಂಖ್ಯೆಗಳನ್ನು ಅಕ್ಷರಗಳಲ್ಲಿ ಬರೆಯಿರಿ
25	ಏರಿಕೆ ಇಳಿಕೆ ಕ್ರಮ
26	ಸರಿ ತಪ್ಪು
27	ಗದ್ಯಭಾಗವನ್ನು ಓದಿಕೊಂಡು ಉತ್ತರಿಸಿ
28 ·	ಸಂಖ್ಯೆಗಳನ್ನು ವಿಸ್ತರಿಸಿ ಬರೆಯಿರಿ.
29	ಜ್ಯಾಮೀಟ್ರಿ ಬಳಕೆ
30	ಚಿಕ್ಕದು, ದೊಡ್ಡದು ಚಿಹ್ನೆಗಳ ಬಳಕೆ.
31	ಸಮ, ವಿಷಮ, ಮಿಶ್ರ ಭಿನ್ನರಾಶಿಗಳ ವಿಂಗಡಿಸಿ.
32	ಭಿನ್ನರಾಶಿ ಚಿತ್ರ ಬರೆಯಿರಿ.
33	ಭಿನ್ನರಾಶಿ ಸಂಕಲನ
34	ಭಿನ್ನರಾಶಿ ವ್ಯವಕಲನ
35	ಸರಳ ಬಡ್ಡಿ
36	Write all the capital letters of the English alphabet.
37	Name these picture in the boxes.
38	Write plurals of the words given below.
39	Fill in the blanks with suitable words.
40	Write your friends and family members names.
41	Fill in the blanks with suitable letter.
42	See the pictures and write the time in words in boxes.

APPENDIX 5
List of Concepts from Class I to V

1. Numbers	44. Use of scale	88. rainfall,
2. Zero	45. clock	89. lightening,
3. Symbols < > + - x =	46. calendar	90. celebrations
4. Adding	47. Units of capacity	91. gardening,
5. subtractions	48. Area	92. entertainment,
6. Fraction	49. Animals	93. home,
7. Solids	50. Plants	94. sanitation
8. Liquids	51. Father	95. Deforestation
9. Calendar	52. Mother	96. pollution,
10. Clock	53. sister,	97. living and non- living.
11. Money	54. brother,	98. moon,
12. Geometrical shapes	55. friend,	99. stars,
13. Length and Breath	56. uncle,	100. weather ,
14. Multiplication	57. aunt,	101. clothes,
15. Division	58. grandparents,	102. cold,
16. Plain figures	59. birds,	103. hot ,
17. solid figures	60. fruits,	104. construction materials,
18. Line	61. school,	105. playground,
19. Angle	62. train,	106. charts,
20. Speed	63. bus,	107. maps,
21. Distance	64. aeroplane,	108. table,
22. Big	65. T.V,	109. chair,
23. Small	66. radio,	110. bench,
24. Large	67. sky,	111. plantations,
25. Less	68. mountain,	112. orchards,
26. More	69. towns	113. streams
27. Short	70. tanks,	114. creepers
28. Long	71. rivers,	115. shrubs,
29. Tall	72. crops,	116. flowering plants,
30. Thick	73. forests,	117. fruit bearing trees,
31. Thin	74. garden,	118. thorns,
32. Near	75. National flag	119. seeds,
33. Far	76. Patriot	120. insects,
34. Ascending and descending	77. artist,	121. places of worship
35. Top , Bottom, Front, back,	78. writer,	122. market,
36. Ordinals	79. People of different professions – postman, cobbler,	123. office,
37. Time - hours , minutes, second, day, weeks, months and Year	80. Our body,	124. Hospital,
	81. family,	125. post office,
38. Currency, notes / coins	82. Water,	126. Panchayats,
39. Units of measurements	83. earth,	127. farmers
40. Even, odd nos	84. fertilizers	128. carpenter,
41. Herbivores Carnivorous	85. water	129. tailor,
42. Factory	86. Festivals ,	130. doctor
43. Tables - 10	87. different sports	

APPENDIX 6

Learner and Teacher Roles and Activities as Visualized in Kalika Yatna

Process	Introduction	Exploration	Reflection
Whole Group	There is first an introduction of a theme before any concept development process begins. This provides a context through which a concept can be thought about in a relevant manner for learners. For example, the theme could be "a new school is being built in the area", and then the related concept would be "school." In addition, connections to other concepts that arise from this concept can be made. In this example of "school", a connection could be made to "house" as students travel between house and school. Concept development/ mapping is the primary focus of learning, although it is done from this perspective of themes.	Key questions are used to engage with the general aspects of the concept. Students and teachers categorize ideas under the determined aspects of the concept and key information. For example, if "house" is the concept, then the related aspects might be: residents, location, construction material, and design. Key information (certain details) is developed from the aspects. For example, when discussing construction materials, some of the key information that would come up would be "brick" and "metal". Students start identifying aspects that interest them	Students share understanding of concepts (including key information) Students consolidate their understanding of concept as it relates to the theme The whole group concept map would be revisited as a basis for reflection. Teachers and students share/consolidate observations, analyses, and reflections to develop an integrated understanding of themes, concepts, aspects, and key information.
Teacher's Role:	*Teachers guide students towards identifying connections between the theme and the concept. They can ask questions like- what, why, who, how, when, where. Teachers will motivate students to engage in the concept development through activities and other questions. During this process, teachers will start placing the various aspects of a concept in similar groupings.* Teachers record the ideas in a shared space so the concept map can be re-visited. Teachers note the thinking processes through which children are connecting information/prior experiences to the concept. Teachers document doubts and questions that arise in this activity as areas for further exploration (in whole group or learning groups).	Teachers facilitate students in making observations of the learning environment and other inferences that will further their concept formation. Based on concept maps, teachers take students on "visits" in their learning environment to observe the aspects of the concept in their learning environment. Teachers gradually assess student interest in topics and steer them into learning groups based on specific aspects.	Teachers consolidate the understandings of the concept and its aspects—How do the various aspects contribute to the conceptual understanding of the concept? How do they relate to an integrated understanding of the theme? Teachers guide students to reflect on the connection between the processes used and the discovered information. Teachers identify doubts that have been clarified in students' learning experiences and facilitate students to share challenges experienced in activities. Teachers display the group understanding of the concept in the classroom so that it can be re-visited/built upon.

Learning Group	Based on their interest, students are placed in groups focusing on different aspects of the concept. Focusing on defined aspects in learning groups provides students with a context to form deeper connections to related themes and concepts. Students develop an initial shared understanding of an aspect of a concept.	Students develop guiding questions with teachers so that they can engage with their learning group's aspect	Students review exploration activities to reach shared understandings of aspects. Students represent (to the whole group) understandings of the concept in relation to the aspect. Students move towards a shared understanding of an aspect, referencing the introductory and exploratory work they engaged in.
Teacher's Role	Teachers rotate through learning groups to help facilitate students in developing their shared understanding of the aspect.	Teachers and students will engage with each other to clarify ideas and reach shared understanding within learning groups. When teachers are present in a learning group, they can help facilitate the further development of an aspect based on individual student sharing. Teachers can extend children's thinking by asking them probing/ essential questions, thereby setting a precedent for students to engage in concept and process based discussions by themselves. Teachers rotate through learning groups during this activity to support and reinforce key information and aspects of concepts.	Students develop a representation of their conceptual understanding for the larger group. This enables learning groups to build on each others' understanding and move towards a more comprehensive development/reflection of the concept. As teachers check-in with different learning groups, they can help guide students towards synthesizing their understanding of their aspect based on the work they have engaged in.
Individual	Students are supported in individually relating to a concept Students map their individual understandings of the concept Students also practice their procedural skills like reading, writing, numeracy, drawing, use of geometry box etc	Students develop aspects of interest to them Students identify and further explore areas of interest in relation to the concept	Student builds their own integrated understanding of the concept, referencing the work and processes they have engaged in. Students identify other areas of interest which are outgrowths of these processes
Teacher's Role	Teachers pay attention to students' concept development and guide them within their individual learning styles. Teachers provide worksheets and other required resources to support the child to move towards becoming 'independent' in the selected skill.	Teachers support students in forming connections with their aspects according to their individual learning styles. Teacher observes the child's work and provides constructive feedback	Teachers support students in consolidating and reflecting on their individual understanding of concepts. Teachers help the child identify its strengths and areas to improve.

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A Sample Schedule of Teacher's Collective Meeting (held on 9-10 March 2008)

Time	Activity	Objective
10-10.30 am	Teachers will fill up their self assessment checklist	To ensure teachers reflect on their classroom practices
10.30-11 am	Sharing by teachers – teachers will sit in two groups. Two facilitators will sit with each group and moderate the sharing exercise. One person from each group will share the experiences with the whole group	To learn from each others experiences
11-11.15 am	Coffee break	
11.15- 12.30	Planning for the month of march	To involve teachers in a process of developing plans collaboratively
12.30-1.00	Brainstorming activities for vacation	To help students develop curiosity and apply the learnings in their home environment
1-1.40	Lunch	
1.45-3.15	Sharing of the experiences while filling the profile of students	To set the standard criteria for marking consistent, often and periodic
3.15-3.30	Tea break	
3.30-4.30	Question and answer session	To clarify doubts are concerns that teachers express

APPENDIX 8

A sample Lesson from 'Kalika Yatna'

(Source: Prema, 2006)

Government Lower Primary School, Devarahalli, Bilikere Cluster, Hunsur Taluk, Mysore District, Karnataka

The teacher Ms Suneetha had asked all children to bring a local plant each. They had brought all sorts of plants which ranged from weeds to medicinal plants. Most of them were unknown even to the teacher. Before Ms Suneetha entered the class the children were busy talking about the plants that they had brought, identifying them. As the teacher entered the class the children settled in a circle, each one proudly holding a plant as if to attract the attention of their teacher. Ms Suneetha expressed her happiness that all of them had brought different plants. The following is an account of the class. The conversation was held in Kannada which is translated into English.

Suneetha: Good morning children. How nice you have brought all these plants.

Student1: Miss, I pulled right yesterday.

Student 2: I got it on my way to school this morning.

Student 3: I helped Ramu pull a plant on our way to school.

Suneetha: Fine, fine. Now... each one of you will talk about the plant you have brought. Tell the class where you found it, is there any use for it, where else can you see it and its name. Meena will start.

Meena: I pulled this plant from the fields. This is a weed. We usually remove weeds from the fields. It has no use. In fact it is a nuisance in the field. We find weeds in all fields. I don't know the name of this plant.

Suneetha: Is there anyone who knows the name of this plant?

Student 4: Miss, it is called parthenium.

Suneetha: I see. Is there any other name?

Class: (silence)

Suneetha: Okay. Is there anyone who can talk about this plant?

Student 5: Miss, in our fields we have a lot of such plants. We pull them, allow them to dry and use them as firewood to heat water for bathing.

Student 6: We collect these plants, put them in a pit and close the pit. After a month it decays and becomes good manure. That manure is put to the coconut trees.

This is how the discussion continued. Each child had something to talk about the plant he/she had brought. They were allowed to speak about the plants brought by others. The teacher then asked them why the plants had green leaves. Thus the concept of chlorophyll was discussed. The teacher told them that the green substance in the leaves prepares food. Immediately a question came.

Student 8: Miss, this plant I have in my hand has red leaves. How will it prepare food?

Suneetha: Well...er...I too don't know. Is it okay if I let you know tomorrow?

Student 8: Yes, miss.

The teacher was not teaching anything. She was actually facilitating a discussion. The children could accept her ignorance very naturally. Nor did the teacher feel bad about it. The teachers need not be all knowing encyclopedias. Teacher is also a learner. She also has to learn. This teacher knew it well. In fact, the teacher and the students were engaged in collaborative learning. Then the discussion turned to calculations.

Suneetha: Children, can you tell me how many leaves are there in your plnats.

They started counting.

Student 4: There are 14 leaves in my plant.

Student 9: 18 in my plant.

Student 12: 9

Each child counted and said how many leaves were there in his/her plants. Then the discussion continued.

Suneetha: How many of you have same number of leaves in your plants.

Student 4: I have 14 leaves and Ramya's plnat also has 14 leaves.

Suneetha: Any other?

Student 3: I have 16 leaves. Pavithra has 16 leaves.

Student 8: Miss, I also have 16 leaves.

This discussion continued for sometime. They talked about the concept 'equal number of'

Suneetha: Whose plant has the most number of leaves?

Student 12: His plant is very big.

Student 9: But Raju's plant has more leaves.

Suneetha: Why don't you ask them how many leaves their plants have?

Then they talked about the concepts 'more' and 'less', 'the least', 'the most'/the maximum number of'.

Then the teacher asked them to sit in small groups and continue the discussion. Each group was given different areas.

Group 1: Write the number of leaves in each of your plants. Say whose plant has maximum number of leaves and whose plant, the minimum number.

Group 2: Write where the plants you brought are found, their names.

Group 3: Write the uses of the plants you have brought or the problems created by them.

The groups continued their discussion. In each group there were learners who were of different age groups. Students at the class 1 level just participated in the discussion. Students at class 3 level wrote down the gist of the discussion. Finally when the discussion was over, the group leader presented their notes to the class. The teacher wrote them on the blackboard. Some children were asked to write on the blackboard. When all the notes were put on the board, there were issues related to EVS, Maths and language. Then the teacher identified certain letters and words and asked beginners to practice writing them. Students at class 3 level were asked to practice addition and subtraction based on the numbers of leaves put on the board. Thus students were given tasks that matched their abilities and learning requirements. As they completed the tasks, they showed them to the teacher. The teacher went through them, gave them feedback and sometimes asked them to rewrite certain sections. Finally children filed all the practice sheets in their portfolios. That was the end of one learning process. It gave learners a holistic learning experience. There was no preaching. Children constructed their knowledge from their own experiences. The teacher just facilitated. The learners were comfortable. The whole experience was very enjoyable. There was no moment of boredom. They were talking about what they had experienced. Thus used language, they practiced writing, mathematics and learnt EVS concepts. The children were learning how to learn. They observe, share, discuss, supplement, give examples, ask questions, clarify doubts, guess, and recall experiences.

(As observed and documented by the Coordinator (SSA), Kalika Yatna)

APPENDIX 9

List of Teaching Competancies used for Self-rating by
Kalika Yatna and Non-Kalika Yatna Teachers

Sl. No.	List of Teaching Competencies
1	ಮಾಸಿಕ ಯೋಜನಾ ಪಟ್ಟಿ ಮಾಡಬಲ್ಲೆ
2	ಮೌಖಿಕವಾಗಿ ಮರುಮಾಹಿತಿ ಕೊಡುಬಲ್ಲೆ
3	ಬರಹದ ರೂಪದಲ್ಲಿ ಮರುಮಾಹಿತಿ/ಹಿಮ್ಮಾಹಿತಿ ಕೊಡಬಲ್ಲೆ
4	ಪ್ರತಿ ಮಗುವಿನ ಬಗ್ಗೆ ಗಮನ ಕೊಡಬಲ್ಲೆ
5	ಮಕ್ಕಳನ್ನು ಪ್ರಶ್ನಿಸುವ ಮೂಲಕ ಅವರು ಆಲೋಚಿಸಿ, ಅಭಿವ್ಯಕ್ತಿಸಲು ಅನುವು ಮಾಡಿಕೊಡಬಲ್ಲೆ
6	ಸಂದರ್ಭಕ್ಕೆ ಅನುಸಾರವಾಗಿ ಪರಿಕಲ್ಪನೆಗೆ ಅನುಕೂಲಿಸಬಲ್ಲೆ
7	ಇಡೀ ದಿನದ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬಲ್ಲೆ
8	ಮಕ್ಕಳೊಂದಿಗೆ ಕುಳಿತು ಚರ್ಚೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬಲ್ಲೆ
9	ಅಭ್ಯಾಸದ ಅವಧಿ ನಡೆಸಬಲ್ಲೆ
10	ಕೊಟ್ಟ ಮರುಮಾಹಿತಿಯನ್ನು ಅನುಸರಣೆ ಮಾಡಬಲ್ಲೆ
11	ಸಂದರ್ಭಕ್ಕೆ ಅನುಸಾರವಾಗಿ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳನ್ನು ಬಳಸಬಲ್ಲೆ
12	ಸಮಗ್ರ ಕಲಿಕೆಗೆ ಅನುಕೂಲ ಮಾಡಿಕೊಡಬಲ್ಲೆ
13	ಪ್ರತಿಮಗುವಿನ ಬಗ್ಗೆ ಗಮನಿಸಿ ದಾಖಲಿಸಬಲ್ಲೆ
14	ಪ್ರತಿ ಮಗು ತನ್ನ ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತಪಡಿಸಲು ಅನುವು ಮಾಡಿಕೊಡಬಲ್ಲೆ
15	ಮಕ್ಕಳಲ್ಲಿರುವ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗುರುತಿಸಬಲ್ಲೆ
16	ಮಕ್ಕಳೊಂದಿಗೆ ಮುಕ್ತವಾಗಿ ಇರಬಲ್ಲೆ
17	ಸಂದರ್ಭಕ್ಕೆ ಸೂಕ್ತ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬಲ್ಲೆ
18	ಕಲಿಕೆಗೆ ಮಕ್ಕಳನ್ನು ಪ್ರೇರೆಪಿಸಬಲ್ಲೆ
19	ಮಕ್ಕಳ ಅನುಭವಕ್ಕೆ ಪೂರಕವಾಗಿ ಇಡೀ ಗುಂಪಿನ ಚಟುವಟಿಕೆ ನಡೆಸಬಲ್ಲೆ
20	ಮಾಸಿಕ ಯೋಜನೆಗೆ ಅನುಗುಣವಾಗಿ ದೈನಂದಿನ ಯೋಜನೆ ಬರೆಯಬಲ್ಲೆ.
21	ಪರಿಕಲ್ಪನೆಗೆ ಪೂರಕವಾದ ಸಂಪನ್ಮೂಲ ಸಂಗ್ರಹ ಮಾಡಬಲ್ಲೆ.
22	ಮಕ್ಕಳ ಪರಿಕಲ್ಪನೆಗೆ ಪೂರಕವಾದ ಸಂಪನ್ಮೂಲ ಸಂಗ್ರಹ ಮಾಡಬಲ್ಲೆ.
23	ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಬಲ್ಲೆ
24	ಸಮರ್ಪಕವಾಗಿ ಕೃತಿ ಸಂಪುಟ ನಿರ್ವಹಣೆ ಮಾಡಬಲ್ಲೆ
25	ಸಮರ್ಪಕವಾಗಿ ಕಲಿಕೋಪಕರಣಗಳ ನಿರ್ವಹಣೆ ಮಾಡಬಲ್ಲೆ

Sample Worksheets used by Kalika Yatna Children (September 2006)

ವಿಷಯ : ರಾಷ್ಟ್ರೀಯ ಹಬ್ಬಗಳು

ವಿದ್ಯಾರ್ಥಿ ಹೆಸರು

ಕೆಳಗಿನ ಚಿತ್ರ ಬಿಡಿಸಿರಿ ಮತ್ತು ಬಣ್ಣ ಹಾಕಿರಿ ಗೊಲು:   ದಿನಾಂಕ

1. ರಾಷ್ಟ್ರೀಯ ಪ್ರಾಣಿ ಹುಲಿಯ ಚಿತ್ರ ಬರೆದು ಬಣ್ಣ ಹಾಕಿರಿ.

2. ರಾಷ್ಟ್ರ ಪಕ್ಷಿ ನವಿಲಿನ ಅಂದವಾದ ಚಿತ್ರ ಬರೆದು ಸೂಕ್ತವಾದ ಬಣ್ಣವನ್ನು ಹಾಕಿರಿ.

3. ದ್ವಜ ಸ್ತಂಭದಲ್ಲಿ ಹಾರುತ್ತಿರುವ ರಾಷ್ಟ್ರ ಧ್ವಜದ ಚಿತ್ರ ಬರೆದು, ಬಣ್ಣ ಹುಂಬರಿ.

4. ಸರಿರಲ್ಲಿ ಅರಳೆಯುವ ಕಮಲದ ಹೂವಿನ ಚಿತ್ರ ಬರೆದು ಬಣ್ಣ ಹಾಕಿರಿ.

5. ಆರೋಣ ಚಕ್ರದ ಚಿತ್ರ ಬರೆದು ಸೂಕ್ತ ಬಣ್ಣ ಹಾಕಿರಿ

6. ನಿಮ್ಮ ತರಗತಿಯಲ್ಲಿರುವ ಗಡಿಯಾರದ ಚಿತ್ರ ಬರೆದು, ಬಣ್ಣ ಹಾಕಿರಿ.

7. ಸೆಪ್ಟೆಂಬರ್–2006ನೇ ತಿಂಗಳಿನ ಕ್ಯಾಲೆಂಡರ್ ರಚಿಸಿ ರಜೆ ದಿನಗಳಿಗೆ ಬಣ್ಣ ಹಾಕಿರಿ.

ವಿದ್ಯಾರ್ಥಿ ಹೆಸರು

ಕಲಿಯುಗಳು ಹೆಸರು   ಮಾಡುವುದು, ಬರೆಯುವಿಗೆ ಮತ್ತು ಗುರುತಿಸುವುದು.   ದಿನಾಂಕ :

1. ಈ ಕೆಳಗಿನ ರಾಷ್ಟ್ರೀಯ ಚಿಹ್ನೆಗಳನ್ನು ಗುರುತಿಸಿ ಹೆಸರಿಸಿ.

2. ಈ ರಾಷ್ಟ್ರ ನಾಯಕರ ಹೆಸರುಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡಿರಿ.

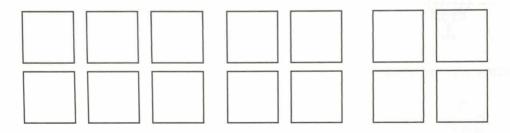3. ಕೆಳಗಿನ ಚಿಹ್ನೆ ಮತ್ತು ನೋಟುಗಳನ್ನು ಗುರುತಿಸಿ ಹೆಸರಿಸಿ.

4. ಸೆಪ್ಟೆಂಬರ್ ತಿಂಗಳಿನಲ್ಲಿ 5, 13, 19, 21, 30ನೇ ತಾರೀಖು ಯಾವ ಯಾವ ವಾರ ಬರುತ್ತದೆ ಎಂಬುದನ್ನು ಬರೆಯಿರಿ.

5. ಈ ಕೆಳಗಿನ ಕೊಟ್ಟಿರುವ ಆಕಾರಗಳನ್ನು ಹೆಸರಿಸಿ.

6. ನಿಮಗೆ ಗೊತ್ತಿರುವ 5 ಆಟಗಳನ್ನು ಹೆಸರಿಸಿ.

7. ಈ ಚಿತ್ರವನ್ನು ಹೆಸರಿಸಿ ಮತ್ತು ವಿವರಣೆ ಬರೆಯಿರಿ. :

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ವಿಧ್ಯಾರ್ಥಿ ಹೆಸರು:

ಕೌಶಲಗಳು: ಗಣಿತದ ಮೂಲಕ್ರಿಯೆಗಳು : ಸಂಕಲನ, ವ್ಯವಕಲನ, ಏರಿಕ–ಇಳಿಕೆ ಕ್ರಮ.   ದಿನಾಂಕ:

1.   ವಿವಿಧ ಆಕಾರದ ಎಲೆಗಳನ್ನು ಏರಿಕೆ ಮತ್ತು ಇಳಿಕೆ ಕ್ರಮದಲ್ಲಿ ಅಂಟಿಸಿರಿ.

2.   ಇಲ್ಲಿ ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆಗಳನ್ನು ಏರಿಕೆ ಮತ್ತು ಇಳಿಕೆ ಕ್ರಮದಲ್ಲಿ ಬರೆಯಿರಿ.
8, 3. 5, 7, 0, 4, 2, 6, 1, 9

3.   ಕೆಳಗಿನ ಲೆಕ್ಕಳನ್ನು ಸಂಕಲನ ಮಾಡಿ.

45	37	30	9	7
+ 96	+ 22	+49	5	11
————	————	————	————	————
————	————	————	————	————

4.   ಒಂದು ಚಿಪ್ಪು ಬಾಳೆ ಹಣ್ಣಿನಲ್ಲಿ 13 ಬಾಳೆ ಹಣ್ಣುಗಳಿದ್ದರೆ, 3 ಚಿಪ್ಪುಗಳನ್ನು ಕೊಂಡರೆ ನಮಗೆ ದೊರೆಯುವ ಬಾಳೆಹಣ್ಣುಗಳು ಎಷ್ಟು?

5.   ಸ್ವಾತಂತ್ರ್ಯ ದಿನಾಚರಣೆಯ ದಿನ 89 ಚಾಕ್ಲೇಟ್ ಗಳನ್ನು ತೆಗೆದುಕೊಂಡು, ಒಬ್ಬರಿಗೆ ಒಂದರಂತೆ 38 ಮಕ್ಕಳಿಗೆ ಚಾಕ್ಲೇಟ್ ಕೊಟ್ಟರೆ ಉಳಿದ ಚಾಕ್ಲೇಟ್‌ಗಳು ಎಷ್ಟು?

6. ಕೆಳಗಿನ ಲೆಕ್ಕಗಳನ್ನು ಕಳೆಯಿರಿ.

59	5	65	87	7
−47	−9	−56	−87	11
————	————	————	————	————
————	————	————	————	————

APPENDIX 11

Classwise strength of Schools in Bilikere Cluster

ಕ್ರ.ಸಂ.	ಶಾಲೆಯ ಹೆಸರು	1ನೇ ತರಗತಿ		2ನೇ ತರಗತಿ		3ನೇ ತರಗತಿ		4ನೇ ತರಗತಿ		5ನೇ ತರಗತಿ		6ನೇ ತರಗತಿ		7ನೇ ತರಗತಿ	
		ಗ	ಹೆ	ಗ	ಹೆ	ಗ	ಹೆ	ಗ	ಹೆ	ಗ	ಹೆ	ಗ	ಹೆ	ಗ	ಹೆ
1	ಊಕಐ ಬಿಳಿಕೆರೆ	17	21	24	19	15	29	30	39	31	30	55	57	71	66
2	ಊಕಐ ಬೆಟ್ಟದೂರು	5	5	7	4	0	0	4	8	4	4	4	6	2	2
3	ಊಕಐ ಹಂದನಹಳ್ಳಿ	14	11	10	9	6	6	14	16	12	7	8	14	18	16
4	ಏಕಐ ದಾಸ್ತಿಕೊಳ	3	5	2	3	4	6	1	2	0	2				
5	ಏಕಐ ವಡ್ಡರಹಳ್ಳಿ	0	1	2	3	2	2	3	4	4	5				
6	ಏಕಐ ಮೂಡಲಕೊಪ್ಪಲು	7	7	3	11	5	7	7	3	6	5				
7	ಊಕಐ ಗೆರಸನಹಳ್ಳಿ	8	18	15	15	12	12	25	9	19	12	25	25	16	27
8	ಊಕಐ ಮನುಗನಹಳ್ಳಿ	14	9	10	7	4	9	9	5	9	11	14	10	13	17
9	ಊಕಐ ಚಿಕ್ಕಾಡನಹಳ್ಳಿ	4	7	6	2	4	7	6	9	3	4	5	8	10	11
10	ಏಕಐ ಮಲ್ಲಿನಾಥಪುರ	5	7	7	9	7	9	8	1	9	12				
11	ಏಕಐ ಮೈದನಹಳ್ಳಿ	2	4	5	4	1	1	2	2	5	3				
12	ಊಕಐ ಹಳೇಬೀಡು	20	14	16	12	15	13	14	15	10	10	17	22	12	21
13	ಏಕಐ ದೊಡ್ಡಬೀಚನಹಳ್ಳಿ	5	4	2	2	3	6	5	2	4	5				
14	ಊಕಐ ಹುಲ್ಲೇನಹಳ್ಳಿ	6	9	9	3	5	8	12	10	12	11	4	8	8	7
15	ಏಕಐ ಅಂಕನಹಳ್ಳಿ	6	4	2	1	3	2	2	5	2	7				
16	ಏಕಐ ದಳ್ಳಾಳು	2	4	4	3	2	2	6	6	0	2				
17	ಏಕಐ ದಳ್ಳಾಳು ಕೊಪ್ಪಲು	2	5	4	2	4	2	2	2	6	3				
18	ಏಕಐ ಸಬ್ಬನಹಳ್ಳಿ	0	0	2	2	1	0	5	3	5	2				
19	ಏಕಐ ಬೂಚಹಳ್ಳಿ	2	1	0	2	4	1	3	3	2	2				
20	ಏಕಐ ದೇವರಹಳ್ಳಿ	4	2	3	2	3	2	6	7	1	2				
21	ಏಕಐ ಯಲಚವಾಡಿ	2	1	0	0	5	2	2	2	0	4				
22	ಏಕಐ ಜೀನಹಳ್ಳಿ	3	2	1	1	1	4	5	2	4	4				
23	ಏಕಐ ಕೆಂಪಮ್ಮನಹೊಸೂರು	2	1	1	2	4	1	3	2	3	0				
		133	142	135	118	110	131	174	157	151	147	132	150	150	167

Concept Plan For October November-2008

ಪರಿಕಲ್ಪನಾ ಯೋಜನೆ ಸೆಪ್ಟೆಂಬರ್–ಅಕ್ಟೋಬರ್–2008

ವಿಷಯ : ಕಾಲಗಳು (1–3)

ಪರಿಕಲ್ಪನೆ : ಆಹಾರ

ಉದ್ದೇಶ : ಆಲಿಸುವುದು, ಮಾತನಾಡುವುದು, ಅಭಿವ್ಯಕ್ತಿಸುವುದು, ಗ್ರಹಿಸುವುದು, ವರ್ಗೀಕರಣ, ಸಂಬಂಧ ಕಲ್ಪಿಸುವುದು, ಸಂಗ್ರಹಿಸುವುದು, ಓದುವುದು, ಬರೆಯುವುದು, ಹೋಲಿಕೆ–ವ್ಯತ್ಯಾಸ, ಪ್ರಶ್ನಿಸುವುದು ಆಲೋಚಿಸುವುದು, ಚಿತ್ರ ಬರೆಯುವುದು ಹಾಗೂ ಲೆಕ್ಕಗಳನ್ನು ಮಾಡುವ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವುದು. (ಆಹಾರ, ಉಡುಪುಗಳು, ಕ್ಯಾಲೆಂಡರ್, ಕಾಲಗಳು, ಸಮಯ ಮತ್ತು ಹವಾಮಾನ ಈ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಅನುಕೂಲಿಸುವ ಮೂಲಕ)

ಇಡೀ ಗುಂಪು	ಕಲಿಕಾ ಗುಂಪು	ವ್ಯೆಯಕ್ತಿಕ ಅಭ್ಯಾಸ
ಚಟುವಟಿಕೆ: ಹಾಡು – ಬೇಕೇ ಬೇಕೇ ತರಕಾರಿ..... ಅಥವಾ ಸಂತೆ ಸನ್ನಿವೇಶವನ್ನು ತರಗತಿಯಲ್ಲಿ ಸೃಷ್ಟಿಸುವುದು. ತಮ್ಮ ಮನೆಯಲ್ಲಿ ಇದ್ದರೆ ಒಂದೊಂದು ತರಕಾರಿ/ಚಿತ್ರ/ಆಹಾರ ಧಾನ್ಯವನ್ನು ತರುವಂತೆ ಮಕ್ಕಳಿಗೆ ಹಿಂದಿನ ದಿನ ತಿಳಿಸುವುದು. ಅಥವಾ ಶಾಲೆಯಲ್ಲಿ ಇದ್ದರೆ ಚಿತ್ರ ತೋರಿಸುವ ಗುರುತಿಸುವ ಚಟುವಟಿಕೆ ಮಾಡಬಹುದು. **ಚರ್ಚೆ** : ನಾವು ಬದುಕಲು ಏನೇನು ಬೇಕು? ನಾವು ಹಸಿವನ್ನು ಹೋಗಲಾಡಿಲು ಏನು ಮಾಡುತ್ತೇವೆ? ಆಹಾರ ಎಂದರೇನು? ಆಹಾರ ಏಕೆ ಬೇಕು? ನೀವು ಯಾವ ಯಾವ ಆಹಾರ ನೋಡಿದ್ದೀರಾ? ಆಹಾರ ಇಲ್ಲದಿದ್ದರೆ ಏನಾಗುತ್ತದೆ? ನಮಗೆ ಆಹಾರ ಯಾವ ಯಾವ ಮೂಲಗಳಿಂದ ಸಿಗುತ್ತದೆ? ನಮ್ಮಲ್ಲಿ ಆಹಾರ ಧಾನ್ಯಗಳು ಬೆಳೆಯದಿದ್ದರೆ ಏನು ಮಾಡಬಹುದು? ಇತ್ಯಾದಿ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳುವುದು. ಒಂದು ಕೆ.ಜಿ ಟಮೋಟೊ ಬೆಲೆ ಎಷ್ಟು? ಅರ್ಧ ಕೆ.ಜಿ ಈರುಳ್ಳಿ ಬೆಲೆ ಎಷ್ಟು? ಒಂದು ಕೆ.ಜಿ ಈರುಳ್ಳಿಗೆ 6 ರೂ. ಆದರೆ 3 ಕೆ.ಜಿ ಗೆ ಎಷ್ಟು?	• ನಮ್ಮ ಮನೆಗಳಲ್ಲಿ ತಯಾರಿಸುವ ವಿವಿಧ ಆಹಾರ ಪದಾರ್ಥಗಳಾವುವು? • ನಮಗೆ ಗೊತ್ತಿರುವ ಆಹಾರ ಧಾನ್ಯಗಳು ಯಾವುವು ? • ನಮಗೆ ಗೊತ್ತಿರುವ ಹಣ್ಣುಗಳ ಹೆಸರುಗಳನ್ನು ಚರ್ಚಿಸಿ ಪಟ್ಟಿಮಾಡಿ? • ವಿವಿಧ ತರಕಾರಿಗಳ ಹೆಸರುಗಳನ್ನು ಚರ್ಚಿಸಿ ಪಟ್ಟಿಮಾಡಿ? • ನಮ್ಮ ಗ್ರಾಮದ ಹೊಲಗಳಲ್ಲಿ ಬೆಳೆಯುವ ತರಕಾರಿಗಳು ಯಾವುವು? • ನಮ್ಮ ಗ್ರಾಮದ ಹೊಲಗಳಲ್ಲಿ ಬೆಳೆಯುವ ಹಣ್ಣುಗಳ ಹೆಸರುಗಳನ್ನು ಚರ್ಚಿಸಿ ಪಟ್ಟಿ ಮಾಡಿ. • ವಿವಿಧ ಹಣ್ಣುಗಳ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಅಥವಾ ಬರೆದು ಒಂದು ಹಾಳೆಯಲ್ಲಿ ಅಂಟಿಸಿರಿ ಮತ್ತು ಅವುಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ. • ವಿವಿಧ ತರಕಾರಿಗಳ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ ಅಥವಾ ಬರೆದು ಒಂದು ಹಾಳೆಯಲ್ಲಿ ಅಂಟಿಸಿರಿ ಮತ್ತು ಅವುಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ.	**ಬರೆಯುವ ಕೌಶಲ ಅಭ್ಯಾಸ :** • **ವಿಕಸನದ ಹಾದಿಯಲ್ಲಿರುವವರಿಗೆ :** ಹಣ್ಣು ಅನ್ನ, ಚಪಾತಿ ಇಡ್ಲಿ, ದೋಸೆ ಇತ್ಯಾದಿ ಪದಗಳು ಅಥವಾ ಹ, ಅ, ಚ, ಪ, ತ, ಇ, ದ ಈ ಅಕ್ಷರಗಳನ್ನು ಅಭ್ಯಾಸ ಮಾಡಿಸುವುದು. • **ಆಸಕ್ತಿಯುಳ್ಳವರಿಗೆ :** ಹ, ಅ, ಚ, ಪ, ತ, ಇ, ದ ಈ ಅಕ್ಷರಗಳಿಂದ ಪದ ರಚನೆ ಮಾಡಿಸುವುದು. • **ತೊಡಗಿಸಿಕೊಂಡಿರುವವರಿಗೆ :** ಅನ್ನ, ರೊಟ್ಟಿ, ಚಪಾತಿ, ಇಡ್ಲಿ, ದೋಸೆ, ಪೂರಿ ಈ ಪದಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯ ರಚನೆ ಮಾಡುವ ಅಭ್ಯಾಸ ಮಾಡಿಸುವುದು. (ಈ ಮೇಲಿನಂತೆ ಓದುವುದು, ಚಿತ್ರ ಬರೆಯುವುದು, ಲೆಕ್ಕಗಳ ಅಭ್ಯಾಸ ಈ ಕೌಶಲಗಳ ಬೆಳವಣಿಗೆಗೆ ಮೂರು ಹಂತದ ಮಕ್ಕಳಿಗೆ ಚಟುವಟಿಕೆಗಳನ್ನು ಆ ದಿನದ ವಿಷಯಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಪ್ರತಿಯೊಂದು ಪರಿಕಲ್ಪನೆಗೂ ರೂಪಿಸುವುದು)

ಮನೆ ಕೆಲಸಕ್ಕೆ ಕೊಡಬಹುದಾದ ಚಟುವಟಿಕೆಗಳು :

1. ಹಣ್ಣುಗಳು ಅಥವಾ ತರಕಾರಿಗಳ ಚಿತ್ರವನ್ನು ಸಂಗ್ರಹಿಸಿ ಒಂದು ಹಾಳೆಯಲ್ಲಿ ಅಂಟಿಸಿ, ಅವುಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ.

2. ನೀವು ಪರಿಸರದಲ್ಲಿರುವ ಯಾವುದಾದರೊಂದು ಹಣ್ಣು ಅಥವಾ ತರಕಾರಿ ಗಿಡದ ಚಿತ್ರ ಬರೆದು ಭಾಗಗಳನ್ನು ಗುರುತಿಸಿರಿ.

3. ನಮ್ಮ ಮನೆಯಲ್ಲಿ ತಯಾರಿಸುವ ಆಹಾರ ಪದಾರ್ಥಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ. (ಇಂತಹ ಚಟುವಟಿಕೆಗಳನ್ನು ಶಿಕ್ಷಕರು ಆಲೋಚಿಸಿ ಮನೆಕೆಲಸಕ್ಕೆ ಕೊಡಬಹುದು.)

ಪರಿಕಲ್ಪನೆ : ಉಡುಪುಗಳು

ಇಡೀ ಗುಂಪು	ಕಲಿಕಾ ಗುಂಪು	ವೈಯಕ್ತಿಕ ಅಭ್ಯಾಸ
• **ಚಟುವಟಿಕೆ:** ವಿವಿಧ ಉಡುಪುಗಳು ಅಥವಾ ಉಡುಪುಗಳ ಚಿತ್ರವನ್ನು ತೋರಿಸಿ ಗುರುತಿಸಿ ಹೇಳಲು ತಿಳಿಸುವುದು. • **ಚರ್ಚೆ:** ನಮ್ಮ ದೇಹವನ್ನು ಮುಚ್ಚಿಕೊಳ್ಳಲು ಏನನ್ನು ಬಳಸುತ್ತೇವೆ? ನೀವು ಯಾವ ಯಾವ ಉಡುಪುಗಳನ್ನು ನೋಡಿದ್ದೀರಿ? ಉಡುಪುಗಳು ಇಲ್ಲದಿದ್ದರೆ ನಾವು ಹೇಗೆ ನಮ್ಮ ದೇಹವನ್ನು ಮುಚ್ಚಿಕೊಳ್ಳಬಹುದು? ಉಡುಪುಗಳು ಬರುವುದಕ್ಕೆ ಮೊದಲು ಮನುಷ್ಯರು ಹೇಗೆ ತಮ್ಮ ದೇಹವನ್ನು ಮುಚ್ಚಿಕೊಳ್ಳುತ್ತಿದ್ದರು? ವರ್ಷದ ಎಲ್ಲಾ ಕಾಲಗಳಲ್ಲಿಯೂ ಒಂದೇ ರೀತಿಯ ಉಡುಪುಗಳನ್ನು ಧರಿಸುತ್ತೇವೆಯೇ? ಧರಿಸಿದರೆ ಏನಾಗುತ್ತದೆ? ಒಂದು ಅಂಗಿ ಹೊಲಿಯಲು 2 ಮೀ. ಬಟ್ಟೆ ಬೇಕಾದರೆ, 14 ಮೀ. ಬಟ್ಟೆಯಲ್ಲಿ ಎಷ್ಟು ಅಂಗಿ ಹೊಲಿಯಬಹುದು?	• ನೀವು ನೋಡಿರುವ ವಿವಿಧ ರೀತಿಯ ಉಡುಪುಗಳ ಹೆಸರುಗಳನ್ನು ಚರ್ಚಿಸಿ ಪಟ್ಟಿ ಮಾಡಿ. • ವಿವಿಧ ರೀತಿಯ ಉಡುಪುಗಳು ಮತ್ತು ಅವುಗಳ ಅಂದಾಜು ಬೆಲೆಯನ್ನು ಚರ್ಚಿಸಿ ಪಟ್ಟಿ ಮಾಡಿ. • ವಿವಿಧ ಉಡುಪುಗಳ ಚಿತ್ರ ಬರೆದು ಅಥವಾ ಕಾಗದದಲ್ಲಿ ಕತ್ತರಿಸಿ ಒಂದು ಹಾಳೆಯಲ್ಲಿ ಅಂಟಿಸಿ, ಅವುಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ. • ಬೇಸಿಗೆ ಕಾಲದಲ್ಲಿ ಧರಿಸುವ ಉಡುಪುಗಳು ಯಾವುವು? • ಚಳಿಗಾಲದಲ್ಲಿ ಧರಿಸುವ ಬಟ್ಟೆಗಳು ಯಾವುವು? • ಮಳೆಗಾಲದಲ್ಲಿ ಧರಿಸುವ ಉಡುಪುಗಳು ಯಾವುವು? • ಸ್ವೆಟರ್ ಮತ್ತು ಅಂಗಿಗೆ ಇರುವ ವ್ಯತ್ಯಾಸವನ್ನು ಚರ್ಚಿಸಿ ಬರೆಯಿರಿ.	ಓದುವುದು ಮತ್ತು ಬರೆಯುವ ಕೌಶಲ ಅಭ್ಯಾಸ : • **ವಿಕಸನದ ಹಾದಿಯಲ್ಲಿರುವವರಿಗೆ :** ಪರಿಕಲ್ಪನೆಗೆ ಸಂಬಂಧಿಸಿದ ಅಂಗಿ, ಸೀರೆ, ರವಿಕೆ, ಚಡ್ಡಿ, ಲಂಗ ಇತ್ಯಾದಿ ಪದಗಳು ಅಥವಾ ಅ, ಗ, ಸ, ರ, ವ, ಕ, ಚ, ಡ ಇಂತಹ ಅಕ್ಷರಗಳನ್ನು ಓದಲು ಮತ್ತು ಬರೆಯಲು ಅಭ್ಯಾಸ ಮಾಡಿಸುವುದು. • **ಆಸಕ್ತಿಯುಳ್ಳವರಿಗೆ :** ಅಂಗಿ, ಸೀರೆ, ರವಿಕೆ, ಲಂಗ ಇತ್ಯಾದಿ ಪದಗಳು, ನನಗೆ ಒಂದು ಅಂಗಿ ಬೇಕು. ಇಂತಹ ಸರಳ ವಾಕ್ಯವನ್ನು ಓದುವುದು ಮತ್ತು ಅ, ಗ, ಸ, ರ, ವ, ಕ, ಚ, ಡ ಇಂತಹ ಅಕ್ಷರಗಳಿಂದ ಪದ, ಆ ಪದಗಳಿಂದ ಸರಳ ವಾಕ್ಯ ರಚನೆ ಮಾಡುವುದು ಮತ್ತು ಓದಲು ಅಭ್ಯಾಸ ಮಾಡಿಸುವುದು. • **ತೊಡಗಿಸಿಕೊಂಡಿರುವವರಿಗೆ :** ಅಂಗಿ, ಸೀರೆ, ರವಿಕೆ, ಚಡ್ಡಿ, ಲಂಗ, ಪಂಚೆಇಂತಹ ಪದಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯಗಳನ್ನು ರಚನೆ ಮಾಡುವುದು. ಈ ಮೇಲಿನಂತೆ ಉಡುಪುಗಳ ಚಿತ್ರ ಸಂಗ್ರಹ, ಉಡುಪುಗಳ ಮಾದರಿಯನ್ನು ಪೇಪರ್‌ನಲ್ಲಿ ಕತ್ತರಿಸಿ, ಬಣ್ಣ ಹಾಕಿ ಒಂದು ಹಾಳೆಯಲ್ಲಿ ಅಂಟಿಸುವುದು, ಹೆಸರಿಸುವುದು, ಸೆಂ.ಮೀ, ಮೀಟರ್, ಹಣ, ಸಂಖ್ಯೆಗಳು ಮತ್ತು ಲೆಕ್ಕಗಳ ಅಭ್ಯಾಸವನ್ನು ಮಾಡಿಸಬಹುದು.

ಇಡೀ ಗುಂಪು	ಕಲಿಕಾ ಗುಂಪು	ವೈಯಕ್ತಿಕ ಅಭ್ಯಾಸ
ಚಟುವಟಿಕೆ : ಅಭಿನಯ ಗೀತೆ : ಭಾನುವಾರ ಬೆನ್ನು ನೋವ್ರು, ಮಕ್ಕಳ ತಮ್ಮ ಮನೆಯಿಂದ ಕ್ಯಾಲೆಂಡರ್‌ಗಳನ್ನು ತರಲು ತಿಳಿಸಿ ಪ್ರದರ್ಶನ ಮಾಡಿಸುವುದು. ಅಥವಾ ಒಂದೊಂದು ಮಗು ಒಂದೊಂದು ತಿಂಗಳ ಕ್ಯಾಲೆಂಡರ್ ತಯಾರಿಸಿಕೊಂಡು ಬಂದು ತರಗತಿಯಲ್ಲಿ ಪ್ರದರ್ಶನ ಮಾಡಲು ತಿಳಿಸುವುದು. **ಚರ್ಚೆ** : 1. ಈ ದಿನ ಯಾವ ವಾರ, ದಿನಾಂಕ ಎಷ್ಟು?, 2. ದಿನಾಂಕವನ್ನು ಯಾವುದರಲ್ಲಿ ನೋಡುತ್ತೇವೆ? 3. ಒಂದು ವಾರಕ್ಕೆ ಎಷ್ಟು ದಿನಗಳು? 4. ಒಂದು ತಿಂಗಳಿಗೆ ಎಷ್ಟು ದಿನಗಳು? 5. ಯಾವ ಯಾವ ತಿಂಗಳುಗಳು ಇವೆ? 6. ಒಂದು ತಿಂಗಳಿಗೆ ಎಷ್ಟು ದಿನಗಳು? 7. ಒಂದು ತಿಂಗಳಿಗೆ ಎಷ್ಟು ವಾರಗಳು? 8. ಒಂದು ವರ್ಷಕ್ಕೆ ಎಷ್ಟು ದಿನಗಳು/ ತಿಂಗಳುಗಳು? 9. ಒಂದು ವರ್ಷಕ್ಕೆ ಎಷ್ಟು ವಾರಗಳು? 10. ಇದು ಯಾವ ತಿಂಗಳು? 11. ರಜಾ ದಿನವನ್ನು ಯಾವ ಬಣ್ಣದಿಂದ ಗುರುತಿಸುತ್ತಾರೆ?	1. ವಾರ ಮತ್ತು ತಿಂಗಳುಗಳ ಹೆಸರುಗಳನ್ನು ಕನ್ನಡ ಮತ್ತು ಇಂಗ್ಲೀಷ್‌ನಲ್ಲಿ ಬರೆಯಿರಿ. 2. 2008ನೇ ವರ್ಷದಲ್ಲಿ ಯಾವ ದಿನಾಂಕಗಳಂದು ಯಾವ ಹಬ್ಬಗಳು ಬರುತ್ತವೆ ಎಂಬುದನ್ನು ಬರೆಯಿರಿ. 3. 30 ಮತ್ತು 31 ದಿನಗಳು ಬರುವ ತಿಂಗಳುಗಳು ಯಾವುವು? 4. 2007ನೇ ವರ್ಷದ ಕ್ಯಾಲೆಂಡರ್ ರಚನೆ ಮಾಡಿರಿ. 5. 2008ನೇ ವರ್ಷದಲ್ಲಿ ಯಾವ ದಿನಾಂಕಗಳಂದು ಅಮವಾಸ್ಯೆ ಮತ್ತು ಹುಣ್ಣಿಮೆಗಳು ಬರುತ್ತವೆ ಎಂಬುದನ್ನು ಚರ್ಚಿಸಿ ಪಟ್ಟಿ ಮಾಡಿರಿ. 6. 2006ನೇ ವರ್ಷದಲ್ಲಿ ಭಾನುವಾರಗಳು ಯಾವ ದಿನಾಂಕಗಳಂದು ಬಂದಿವೆ ಎಂಬುದನ್ನು ಪಟ್ಟಿಮಾಡಿರಿ. 7. ಎಷ್ಟು ಬಗೆಯ ಕ್ಯಾಲೆಂಡರ್‌ಗಳಿವೆ ಚರ್ಚಿಸಿ ಪಟ್ಟಿ ಮಾಡಿ?	**ಕೌಶಲ** : ಚಿತ್ರ ಬಿಡಿಸುವುದು ಮತ್ತು ಬರವಣಿಗೆ **ವಿಕಸನದ ಹಾದಿ** : ಒಂದು ತಿಂಗಳ ಕ್ಯಾಲೆಂಡರ್‌ನ ಟೇಬಲ್‌ನಲ್ಲಿ ಕೆಲವು ಗೆರೆ ಹಾಕಿಕೊಟ್ಟು ಕ್ಯಾಲೆಂಡರ್ ಪೂರ್ಣಗೊಳಿಸುವಂತೆ ತಿ ಸುವುದು. **ಆಸಕ್ತಿವುಳ್ಳವರು** : ಒಂದು ತಿಂಗಳ ಕ ಲೆಂಡರ್ ರಚನೆ ಮಾಡಿ ವಿಶೇಷ ದಿನಗಳನ್ನು ುರುತಿಸಿ ಹೆಸರಿಸುವುದು. **ತೊಡಗಿಸಿಕೊಂಡಿರುವವರು** : ಒಂದು ತಿಂಗಳ ಕ್ಯಾಲೆಂಡರ್ ರಚನೆ ಮಾಡಿ, ಎಷ್ಟು ಭಾನುವಾರ, ಶನಿವಾರ, ವಿಶೇಷ ದಿನಗಳಾವುವು ಎಂಬುದನ್ನು ಬರೆಯುವುದು.

ಇಡೀ ಗುಂಪು	ಕಲಿಕಾ ಗುಂಪು	ವೈಯಕ್ತಿಕ ಅಭ್ಯಾಸ
ಚಟುವಟಿಕೆ ; ಮೂಕಭಿನಯದ ಮೂಲಕ ವಿವಿಧ ವೃತ್ತಿಗಳನ್ನು ಪತ್ತೆ ಹಚ್ಚುವುದು. **ಚರ್ಚೆ** : 1. ನಮಗೆ ಹಣ ಬೇಕಾದರೆ ಏನು ಮಾಡಬೇಕು? 2. ವೃತ್ತಿಯನ್ನು ಏಕೆ ಮಾಡಬೇಕು? 3. ನಮ್ಮ ತಂದೆ, ತಾಯಿ, ಅಣ್ಣ ಯಾವ ಕೆಲಸ ಮಾಡುತ್ತಾರೆ? 4. ನಮ್ಮ ಊರಿನ ಜನರು ಯಾವ ಯಾವ ವೃತ್ತಿಗಳನ್ನು ಮಾಡುತ್ತಾರೆ? 5. ನಮಗೆ ಖಾಯಿಲೆ ಬಂದಾಗ ಯಾರು ಸರಿಪಡಿಸುತ್ತಾರೆ? 6. ಆಹಾರ ಧಾನ್ಯಗಳನ್ನು ಬೆಳೆಯುವವರು ಯಾರು?	• ನಮಗೆ ತಿಳಿದಿರುವ ವಿವಿಧ ವೃತ್ತಿಗಳ ಹೆಸರುಗಳನ್ನು ಬರೆಯಿರಿ. • ನಮ್ಮ ಊರಿನ ಜನರು ಯಾವ ಯಾವ ಕೆಲಸಗಳನ್ನು ಮಾಡುತ್ತಾರೆ? • ರೈತರು ವ್ಯವಸಾಯಕ್ಕೆ ಬಳಸುವ ಸಾಮಗ್ರಿಗಳು ಯಾವುವು? • ಶಿಕ್ಷಕರು ಬಳಸುವ ಸಾಮಗ್ರಿಗಳು ಯಾವುವು? • ರೈತರು ಬಳಸುವ ವಿವಿಧ ಸಾಮಗ್ರಿಗಳ ಚಿತ್ರ ಬರೆದು ಹೆಸರಿಸಿ, ಅಂದಾಜು ಬೆಲೆ ಬರೆಯಿರಿ. • ರೈತರು ಬಳಸುವ ವಿವಿಧ ಸಾಮಗ್ರಿಗಳ ಮಾದರಿಗಳನ್ನು ಕಾಗದದಲ್ಲಿ ಕತ್ತರಿಸಿ ಒಂದು ಹಾಳೆಯಲ್ಲಿ ಅಂಟಿಸಿ ಹೆಸರಿಸಿ? • ಮಣ್ಣು, ಮರ, ರಟ್ಟು ಇತರೆ ವಸ್ತುಗಳಿಂದ ರೈತರು ಬಳಸುವ ವಿವಿಧ ಸಾಮಗ್ರಿಗಳ ಮಾದರಿ ತಯಾರಿಸಿ ಹೆಸರಿಸಿ? • ವಿವಿಧ ವೃತ್ತಿಗಳನ್ನು ತೋರಿಸುವ ಚಿತ್ರಗಳನ್ನು ಬರೆದು ಒಂದು ಹಾಳೆಯಲ್ಲಿ ಅಂಟಿಸಿ, ಹೆಸರಿಸಿರಿ.	ಅಭ್ಯಾಸ ಮಾಡಿಸುವ ಕೌಶಲಗಳು ಕೌಶಲ: ಸಂಕಲನ ಮಾಡುವುದು. **ವಿಕಸನದ ಹಾದಿ** : ಒಂದು ಅಂಕಿಯ ಸಂಕಲನ ಅಥವಾ ಸಂಖ್ಯೆಗಳ ಅಭ್ಯಾಸ ಮಾಡುವುದು. **ಆಸಕ್ತಿವುಳ್ಳವರು** : ಎರಡು ಅಂಕಿಯ ಸಂಕಲನಗಳ ಅಭ್ಯಾಸ. **ತೊಡಗಿಸಿಕೊಂಡಿರುವವರು** : ಮೂರು ಅಂಕಿಯ ಸಂಕಲನಗಳ ಅಭ್ಯಾಸ. (ಸೂಚನೆ : ಈ ಮೇಲಿನಂತೆ ಒಂದೊಂದು ದಿನ ಆ ದಿನದ ಪರಿಕಲ್ಪನೆಗೆ ಸಂಬಂಧ ಕಲ್ಪಿಸಿ ವ್ಯವಕಲನ, ಗುಣಾಕಾರ, ಭಾಗಾಕಾರ ಇತರೆ ಲೆಕ್ಕಗಳನ್ನು ಅಭ್ಯಾಸ ಮಾಡಿಸುವುದು.)

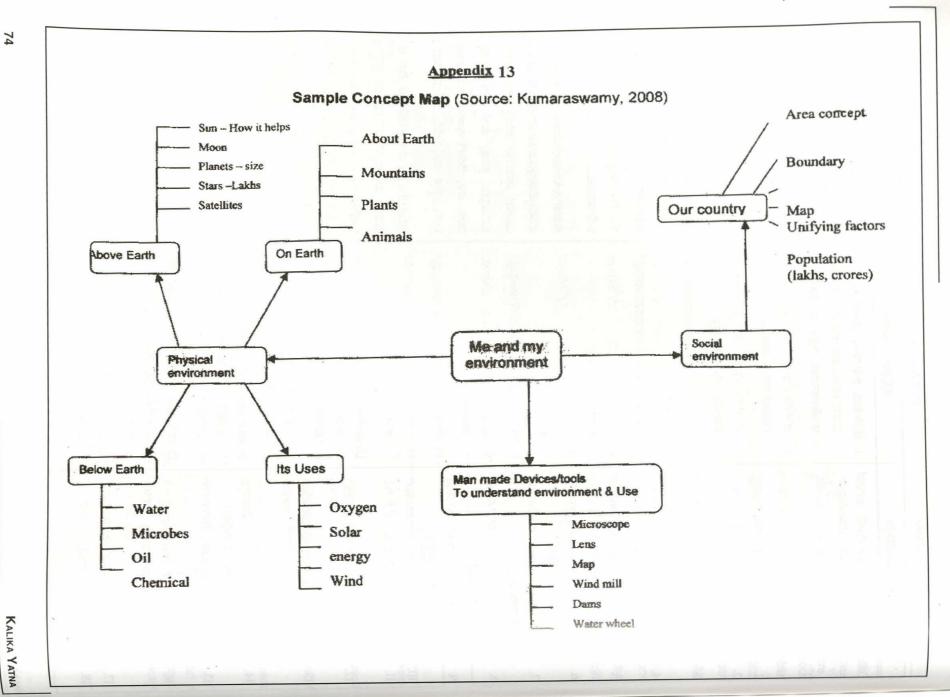| ಇಡೀ ಗುಂಪು	ಕಲಿಕಾ ಗುಂಪು	ವೈಯಕ್ತಿಕ ಅಭ್ಯಾಸ
ಚಟುವಟಿಕೆ : ವಿವಿಧ ಕಾಲಗಳಲ್ಲಿ ಆಗುವ ಅನುಭವವನ್ನು ಮೂಕಾಭಿನಯ ಮಾಡುವುದು. **ಉದಾ**: ನಡುಗುವುದು.ಹಾಡು : ಬಂತಪ್ಪ ಬಂತೋ ಮಳೆಗಾಲ **ಚರ್ಚೆ** : 1. ನಮಗೆ ಯಾವ ಯಾವ ಕಾಲಗಳು ಗೊತ್ತು? 2. ಒಂದೊಂದು ಕಾಲದ ಲಕ್ಷಣಗಳನ್ನು ಹೇಳಿ. 3. ಯಾವ ತಿಂಗಳುಗಳಲ್ಲಿ ಯಾವ ಯಾವ ಕಾಲಗಳು ಇರುತ್ತವೆ? 4. ಚಳಿಗಾಲದಲ್ಲಿ ತಿನ್ನುವ ಆಹಾರ ಪದಾರ್ಥಗಳು ಯಾವುವು? 5. ಮಳೆಗಾಲದಲ್ಲಿ ತಿನ್ನುವ ಆಹಾರ ಪದಾರ್ಥಗಳು ಯಾವುವು? 6. ಬೇಸಿಗೆಯಲ್ಲಿ ತಿನ್ನುವ ಆಹಾರ ಪದಾರ್ಥಗಳು ಯಾವುವು? 7. ಬೇಸಿಗೆಯಲ್ಲಿ ಧರಿಸುವ ಉಡುಪುಗಳಾವುವು? 8. ಚಳಿಗಾಲದಲ್ಲಿ ಧರಿಸುವ ಉಡುಪುಗಳಾವುವು? 9. ಮಳೆಗಾಲದಲ್ಲಿ ಯಾವ ಯಾವ ಉಡುಪುಗಳನ್ನು ಧರಿಸುತ್ತೇವೆ? 10. ಚಳಿಗಾಲದಲ್ಲಿ ಬೆಳೆಯುವ ಬೆಳೆಗಳಾವುವು? 11. ಮಳೆಗಾಲದಲ್ಲಿ ಬೆಳೆಯುವ ಬೆಳೆಗಳು ಯಾವುವು? 12. ಗಿಡಮರಗಳ ಎಲೆಗಳು ಯಾವ ಕಾಲದಲ್ಲಿ ಉದುರುತ್ತವೆ? 13. ವರ್ಷದ 12 ತಿಂಗಳುಗಳಲ್ಲಿ ಬೇಸಿಗೆಯ ತಿಂಗಳುಗಳನ್ನು ಕಳೆದರೆ ಉಳಿದ ತಿಂಗಳುಗಳು ಎಷ್ಟು? 14. ವರ್ಷದ 12 ತಿಂಗಳಲ್ಲಿ 31 ದಿನಗಳು ಬರುವ ತಿಂಗಳುಗಳು ಯಾವುವು? 15. ಜನವರಿ ಮತ್ತು ಸೆಪ್ಟೆಂಬರ್ ತಿಂಗಳುಗಳ ಒಟ್ಟು ದಿವಸಗಳೆಷ್ಟು? 16. 2 ವರ್ಷಗಳ ತಿಂಗಳುಗಳನ್ನು 4 ಸಮಭಾಗ ಮಾಡಿದರೆ ಎಷ್ಟು ತಿಂಗಳು ಬರುತ್ತವೆ? 17. ಬೇಸಿಗೆ ಕಾಲದಲ್ಲಿ ಬರುವ ಹಬ್ಬಗಳಾವುವು? 18. ಬೇಸಿಗೆ ಕಾಲದಲ್ಲಿ ಬರುವ ರೋಗಗಳಾವುವು?	1. ಮಳೆಗಾಲ, ಚಳಿಗಾಲ, ಬೇಸಿಗೆ ಕಾಲಗಳು ಯಾವ ಯಾವ ತಿಂಗಳುಗಳಲ್ಲಿ ಇರುತ್ತವೆ? ಆ ತಿಂಗಳುಗಳ ಲಕ್ಷಣ ಬರೆಯಿರಿ. 2. ಚಳಿಗಾಲದಲ್ಲಿ ತಿನ್ನುವ ಆಹಾರ ಪದಾರ್ಥಗಳು ಯಾವುವು? 3. ಮಳೆಗಾಲದಲ್ಲಿ ತಿನ್ನುವ ಆಹಾರ ಪದಾರ್ಥಗಳು ಯಾವುವು? 4. ಬೇಸಿಗೆಯಲ್ಲಿ ತಿನ್ನುವ ಆಹಾರ ಪದಾರ್ಥಗಳು ಯಾವುವು? 5. ಬೇಸಿಗೆಯಲ್ಲಿ ಧರಿಸುವ ಉಡುಪುಗಳಾವುವು? 6. ಚಳಿಗಾಲದಲ್ಲಿ ಧರಿಸುವ ಉಡುಪುಗಳಾವುವು? 7. ಮಳೆಗಾಲದಲ್ಲಿ ಧರಿಸುವ ಉಡುಪುಗಳಾವುವು? 8. ಚಳಿಗಾಲದಲ್ಲಿ ಬೆಳೆಯುವ ಬೆಳೆಗಳಾವುವು? 9. ಮಳೆಗಾಲದಲ್ಲಿ ಬೆಳೆಯುವ ಬೆಳೆಗಳು ಯಾವುವು? 10. ಬೇಸಿಗೆ ಕಾಲದಲ್ಲಿ ಬರುವ ಹಬ್ಬಗಳಾವುವು? 11. ಬೇಸಿಗೆ ಕಾಲದಿಂದ ಆಗುವ ಉಪಯೋಗಗಳೇನು? 12. ಮಳೆಗಾಲದಿಂದ ಆಗುವ ಅನುಕೂಲ ಮತ್ತು ಅನಾನುಕೂಲಗಳನ್ನು ಚರ್ಚಿಸಿ ಪಟ್ಟಿ ಮಾಡಿರಿ. 13. ಬೇಸಿಗೆ ಕಾಲದಲ್ಲಿ ಬರುವ ರೋಗಗಳಾವುವು? 14. ಮಳೆ, ಚಳಿ, ಬೇಸಿಗೆ ಕಾಲಗಳನ್ನು ಸೂಚಿಸುವ ಚಿತ್ರವನ್ನು ಬರೆದು, ಆ ಬಗ್ಗೆ ವಿವರಣೆ ಬರೆಯಿರಿ. 15. ಮಳೆ, ಚಳಿ, ಬೇಸಿಗೆ ಕಾಲಗಳನ್ನು ಸೂಚಿಸುವ ಚಿತ್ರಗಳನ್ನು ಸಂಗ್ರಹಿಸಿ, ಒಂದು ಹಾಳೆಯಲ್ಲಿ ಅಂಟಿಸಿ ಹೆಸರಿಸಿರಿ. 16. ಮಳೆಗಾಲ ಮತ್ತು ಬೇಸಿಗೆ ಕಾಲಗಳ ವ್ಯತ್ಯಾಸವೇನು?	**ಅಭ್ಯಾಸ ಮಾಡಿಸುವ ಕೌಶಲಗಳು:** ಓದುವುದು ಮತ್ತು ಬರೆಯುವುದು. **ವಿಕಸನದ ಹಾದಿ** : ಕಾಲಗಳು ಪರಿಕಲ್ಪನೆಯಲ್ಲಿ ಬರುವ ಮಳೆ, ಚಳಿ, ಬೇಸಿಗೆ ಇಂತಹ ಪದಗಳು ಮತ್ತು ಚ, ಮ, ಳ, ಗ, ಅಕ್ಷರಗಳು ಓದುವುದು ಮತ್ತು ಬರೆಯುವುದು. **ಆಸಕ್ತಿವುಳ್ಳವರು** : ಕಾಲಗಳು ಪರಿಕಲ್ಪನೆಯಲ್ಲಿ ಬರುವ ಮಳೆ, ಚಳಿ, ಬೇಸಿಗೆ ಇಂತಹ ಪದಗಳನ್ನು ಓದುವುದು ಮತ್ತು ಚ, ಮ, ಳ, ಗ, ಅಕ್ಷರಗಳಿಂದ ಪದಗಳನ್ನು ಬರೆಯುವುದು. **ತೊಡಗಿಸಿಕೊಂಡಿರುವವರು** : ಕಾಲಗಳು ಪರಿಕಲ್ಪನೆಯಲ್ಲಿ ಬರುವ ಮಳೆ, ಚಳಿ, ಬೇಸಿಗೆ ಇಂತಹ ಪದಗಳು ಮತ್ತು ವಾಕ್ಯಗಳನ್ನು ಓದುವುದು ಮತ್ತು ಮಳೆ, ಚಳಿ ಮತ್ತು ಮಳೆ, ಚಳಿ, ಬೇಸಿಗೆ ಇಂತಹ ಪದಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯಗಳನ್ನು ಬರೆಯುವುದು. (ಸೂಚನೆ : ಈ ಮೇಲಿನಂತೆ ಪ್ರತಿ ದಿನ ಆ ದಿನದ ಪರಿಕಲ್ಪನೆಗೆ ಸಂಬಂಧ ಕಲ್ಪಿಸಿ ಓದುವುದು, ಬರೆಯುವುದು, ಚಿತ್ರ ಬಿಡಿಸುವುದು ಮತ್ತು ಲೆಕ್ಕಗಳನ್ನು ಅಭ್ಯಾಸ ಮಾಡಿಸುವುದು.)

Appendix 13

Sample Concept Map (Source: Kumaraswamy, 2008)

Above Earth
- Sun – How it helps
- Moon
- Planets – size
- Stars –Lakhs
- Satellites

On Earth
- About Earth
- Mountains
- Plants
- Animals

Our country
- Area concept
- Boundary
- Map
- Unifying factors
- Population (lakhs, crores)

Me and my environment

Physical environment

Social environment

Below Earth
- Water
- Microbes
- Oil
- Chemical

Its Uses
- Oxygen
- Solar energy
- Wind

Man made Devices/tools
To understand environment & Use
- Microscope
- Lens
- Map
- Wind mill
- Dams
- Water wheel

APPENDIX 14 (i)

TOOLS OF EVALUATION

SCHOOL INFORMATION BLANK

1. Name of the School: ———————————————————————

2. Nature of Building: Pukka / Kutcha

3. No of Rooms : Classrooms: ——————— Office: ——————— Others: ———

4. Teacher Information: Number of Teachers in School

   a) Lower Primary: Male ——————— Female ———————Total ———————

   b) Upper Primary: Male ——————— Female ———————Total ———————

   (Fill the following information only for teachers of Classes 1-3 & 4-5)

Sl.No.	Name	Classes Taught	Qualification	Years of Experience

5. Playground: Available——— Not Available ———

6. Drinking Water Facility: Available——— Not Available ———

7. Toilet Facility for both Boys and Girls: Available——— Not Available ———

   Remarks, if any: ———————————————————

8. General Upkeep of the School:

   Very Good ——— Good ——— Satisfactory ——— Poor ——— Very Poor ———

9. General Atmosphere of the School: Authoritarian / Democratic / Unorganized

10. Class wise Strength

Class	BOYS				GIRLS				Total		
	Gen	SC	ST	Total	Gen	SC	ST	Total	Gen	SC	ST
I											
II											
III											
IV											
V											
Total											

11. Cleanliness of Students: ——————————————————————————

12. Facilities found in the classrooms visited: ————————————————————

13. Teacher-pupil relationship, as observed: —————————————————————

14. Parental occupation of children, in general (as stated by the HM): ——————

15. During the data collection, did any parent visit the school?: Yes —— No ——

    If yes, the purpose of visit: ——————————————————————————

16. Any other information that may be relevant: ————————————————————

ಶಿಕ್ಷಕರ ಸಾಮರ್ಥ್ಯ ಸ್ವ-ಮೌಲ್ಯಮಾಪನ ಹಾಗೂ ಅನಿಸಿಕೆಗಳು

ಶಿಕ್ಷಕರ ಹೆಸರು: _____

ಶಾಲೆಯ ಹೆಸರು : _____

ಪಾಠಮಾಡು ತರಗತಿಗಳು: _____ ದಿನಾಂಕ : _____

1. ನಿ ಗೆ ಕಲಿಕಾಯತ್ನ ಪ್ರಕ್ರಿಯೆಯ ಸಂಪೂರ್ಣ ಪರಿಚಯವಿದೆಯೇ? ಅ) ಹೌದು ಆ) ಇಲ್ಲ ಕಾರಣ :

2. ಕಲ ಯತ್ನ ಕಾರ್ಯಕ್ರಮದ ಉದ್ದೇಶವೇನು? ಪಟ್ಟಿಮಾಡಿ.

ಭಾಗ – 1

ಸೂಚನೆ : ಕೆಳಗೆ ಸಾಮರ್ಥ್ಯಗಳ ಒಂದು ಪಟ್ಟಿಯನ್ನು ಕೊಡಲಾಗಿದೆ. ಅವುಗಳನ್ನು ಓದಿ, ಪ್ರತಿಯೊಂದು ಸಾಮರ್ಥ್ಯವು ನಮ್ಮಲ್ಲಿ ಇದೆ ಅಥವಾ ಇಲ್ಲ ಎಂಬು ನ್ನು ✔ ಮೂಲಕ ಎಲ್ಲ ಸಾಮರ್ಥ್ಯಗಳಿಗೂ ಗುರುತಿಸಿರಿ. ನಮ್ಮ ಸತ್ಯನಿಷ್ಠ ಉತ್ತರವನ್ನು ಅಪೇಕ್ಷಿಸುತ್ತೇವೆ. ನೀವು ಕೊಟ್ಟ ಮಾಹಿತಿಯನ್ನು ಗೌಪ್ಯವಾಗಿ ಸುತ್ತೇವೆ ಹಾಗೂ ಮೌಲ್ಯಮಾಪನಕ್ಕಾಗಿ ಮಾತ್ರ ಉಪಯೋಗಿಸುತ್ತೇವೆ.

ಕ್ರಮ ಸಂಖ್ಯೆ	ಸಾಮರ್ಥ್ಯಗಳು	ಸಂಪೂರ್ಣ ಒಪ್ಪುತ್ತೇನೆ.	ಭಾಗಶಃ ಒಪ್ಪುತ್ತೇನೆ.	ಒಪ್ಪುವುದಿಲ್ಲ
1	ಪಾಸಿಕ ಯೋಜನಾ ಪಟ್ಟಿ ಮಾಡಬಲ್ಲೆ			
2	ಸೌ ವಿಕವಾಗಿ ಮರುಮಾಹಿತಿ ಕೊಡಬಲ್ಲೆ			
3	ಬರಹದ ರೂಪದಲ್ಲಿ ಮರುಮಾಹಿತಿ/ಹಿಮ್ಮಾಹಿತಿ ಕೊಡಬಲ್ಲೆ			
4	ಪ್ರತಿ ಮಗುವಿನ ಬಗ್ಗೆ ಗಮನ ಕೊಡಬಲ್ಲೆ			
5	ಮಕ್ಕಳನ್ನು ಪ್ರಶ್ನಿಸುವ ಮೂಲಕ ಅವರ ಆಲೋಚಿಸಿ, ಅಭಿವ್ಯಕ್ತಿಸಲು ಅನುವು ಮಾಡಿಕೊಡಬಲ್ಲೆ			
6	ಸಂದರ್ಭಕ್ಕೆ ಅನುಸಾರವಾಗಿ ಪರಿಕಲ್ಪನೆಗೆ ಅನುಕೂಲಿಸಬಲ್ಲೆ			
7	ತೀ ದಿನದ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬಲ್ಲೆ			
8	ಮಕ್ಕಳೊಂದಿಗೆ ಕುಳಿತು ಚರ್ಚೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬಲ್ಲೆ			
9	ಧ್ಯಾನಸದ ಅವಧಿ ನಡೆಸಬಲ್ಲೆ			
10	ಪಟ್ಟಿ ಮರುಮಾಹಿತಿಯನ್ನು ಅನುಸರಣೆ ಮಾಡಬಲ್ಲೆ			
11	ಶಿಕ್ಷಕರೊಂದಿಗೆ ಕಲಿಕಾಯತ್ನ ಪ್ರಕ್ರಿಯೆಯ ಸಕಾರಾತ್ಮಕ ವಿಷಯ ಹಂಚಿಕೊಳ್ಳಬಲ್ಲೆ			
12	ಪರಿಕಲ್ಪನೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ವರ್ಕ್‌ಶೀಟ್ ಸಿದ್ಧಪಡಿಸಿಕೊಳ್ಳಬಲ್ಲೆ			
13	ಸಂದರ್ಭಕ್ಕೆ ಅನುಸಾರವಾಗಿ ಕಲಿಕಾ ಸಾಮಗ್ರಿಗಳನ್ನು ಬಳಸಬಲ್ಲೆ			
14	ಸಮಗ್ರ ಕಲಿಕೆಗೆ ಅನುಕೂಲ ಮಾಡಿಕೊಡಬಲ್ಲೆ			
15	ಪ್ರತಿಮಗುವಿನ ಬಗ್ಗೆ ಗಮನಿಸಿ ದಾಖಲಿಸಬಲ್ಲೆ			
16	ಸಮಷ್ಟಿಯ ಚರ್ಚೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬಲ್ಲೆ			
17	ಸಮಷ್ಟಿಯಲ್ಲಿ ಮುಂದಾಳತ್ವ ತೆಗೆದುಕೊಳ್ಳಬಲ್ಲೆ			
18	ಪ್ರತಿ ಮಗು ತನ್ನ ಅಭಿಪ್ರಾಯ ವ್ಯಕ್ತಪಡಿಸಲು ಅನುವು ಮಾಡಿಕೊಡಬಲ್ಲೆ			
19	ಮಕ್ಕಳಲ್ಲಿರುವ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಗುರುತಿಸಬಲ್ಲೆ			
20	ಮಕ್ಕಳೊಂದಿಗೆ ಮುಕ್ತವಾಗಿ ಇರಬಲ್ಲೆ			
21	ಸಂದರ್ಭಕ್ಕೆ ಸೂಕ್ತ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಬಲ್ಲೆ			
22	ಕಲಿಕೆಗೆ ಮಕ್ಕಳನ್ನು ಪ್ರೇರೆಪಿಸಬಲ್ಲೆ			
23	ಮಕ್ಕಳ ಅನುಭವಕ್ಕೆ ಪೂರಕವಾಗಿ ಇಡೀ ಗುಂಪಿನ ಚಟುವಟಿಕೆ ನಡೆಸಬಲ್ಲೆ			
24	ಪರಿಕಲ್ಪನೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಇಡೀ ಗುಂಪಿನಲ್ಲಿ ಕಲಿಕಾ ಗುಂಪಿನ ಯೋಜನೆ ಮಾಡಲು ಅನುಕೂಲಿಸಬಲ್ಲೆ			
25	ಕಲಿಕಾ ಗುಂಪಿನಲ್ಲಿ ಪ್ರತಿಯೊಬ್ಬರೂ ವೈಯಕ್ತಿಕ ಜವಾಬ್ದಾರಿಯಿಂದ ತೊಡಗಿಸಿಕೊಳ್ಳುವಂತೆ ಮಾಡಬಲ್ಲೆ			
26	ಪ್ರತಿಯೊಂದು ಕಲಿಕಾ ಗುಂಪಿಗೂ ಚರ್ಚೆಗೆ ಪೂರಕ ಬೆಂಬಲ ನೀಡಬಲ್ಲೆ			
27	ಮಕ್ಕಳ ಕಲಿಕಾ ಹಂತಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಚಟುವಟಿಕೆಗಳನ್ನು ಆಯೋಜಿಸಬಲ್ಲೆ			

28	ಮಾಸಿಕ ಯೋಜನೆಗೆ ಅನುಗುಣವಾಗಿ ದೈನಂದಿನ ಯೋಜನೆ ಬರೆಯಬಲ್ಲೆ			
29	ಪರಿಕಲ್ಪನೆಗೆ ಪೂರಕವಾದ ಸಂಪನ್ಮೂಲ ಸಂಗ್ರಹ ಮಾಡಬಲ್ಲೆ			
30	ಮಕ್ಕಳು ಪರಿಕಲ್ಪನೆಗೆ ಪೂರಕವಾದ ಸಂಪನ್ಮೂಲ ಸಂಗ್ರಹ ಮಾಡುವಂತೆ ಅನುಕೂಲಿಸಬಲ್ಲೆ			
31	ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಬಲ್ಲೆ			
32	ಮಕ್ಕಳು ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆಯನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸುವಂತೆ ಅನುಕೂಲಿಸಬಲ್ಲೆ			
33	ಪರಿಕಲ್ಪನೆಯನ್ನು ಸವಿಸ್ತಾರವಾಗಿ (ಅರ್ಥ, ಸ್ಪಷ್ಟತೆ, ಏಕೆ, ಹೇಗೆ, ಎಲ್ಲಿ, ಯಾವಾಗ, ಏನು, ಯಾವುದು ಇತ್ಯಾದಿ) ಚರ್ಚಿಸಬಲ್ಲೆ			
34	ಮಕ್ಕಳು ನಿರಂತರವಾಗಿ ತಮ್ಮ ಅಭ್ಯಾಸದ ಹಾಳೆಗಳನ್ನು ತಮ್ಮ ಕೃತಿ ಸಂಪುಟದಲ್ಲಿ ಹಾಕುವಂತೆ ಅನುಕೂಲಿಸಬಲ್ಲೆ (ಸ್ಲೇಟ್, ನೋಟ್ಸ್)			
35	ಉದ್ದೇಶದೆಡೆಗೆ ವೈಯಕ್ತಿಕ ಅಭ್ಯಾಸದ ಅವಧಿ ನಡೆಸಬಲ್ಲೆ			
36	ಸಮರ್ಪಕವಾಗಿ ಕೃತಿ ಸಂಪುಟ ನಿರ್ವಹಣೆ ಮಾಡಬಲ್ಲೆ			
37	ಸಮರ್ಪಕವಾಗಿ ಕಲಿಕೋಪಕರಣಗಳ ನಿರ್ವಹಣೆ ಮಾಡಬಲ್ಲೆ			
38	ಕಲಿಕಾಯತ್ನದ ಗುರಿ/ಉದ್ದೇಶವನ್ನು ಸ್ಪಷ್ಟಪಡಿಸಿಕೊಳ್ಳಲು ತಂಡದ ಸದಸ್ಯರೊಂದಿಗೆ ಚರ್ಚಿಸಬಲ್ಲೆ			
39	ಕಲಿಕೆಯಲ್ಲಿ ಮಕ್ಕಳ ಬೆಳವಣಿಗೆಯನ್ನು ಪೋಷಕರೊಂದಿಗೆ ನಿಯಮಿತವಾಗಿ ಚರ್ಚಿಸಲು ಅನುವುಮಾಡಿಕೊಳ್ಳಬಲ್ಲೆ			

ಭಾಗ–2

ಈ ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಓದಿ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯಗಳನ್ನು ✔ ಗುರುತಿನ ಮೂಲಕ ಕೊಟ್ಟ ಜಾಗದಲ್ಲಿ ಸೂಚಿಸಿರಿ.

ಕ್ರಮ ಸಂಖ್ಯೆ	ಸಾಮರ್ಥ್ಯಗಳು	ಸಂಪೂರ್ಣ ಒಪ್ಪುತ್ತೇನೆ.	ಭಾಗಶಃ ಒಪ್ಪುತ್ತೇನೆ.	ಒಪ್ಪುವುದಿಲ್ಲ
1	1–3 ನೇ ತರಗತಿ ಮತ್ತು 4–5 ನೇ ತರಗತಿಯಾಗಿ ಗುಂಪು ಮಾಡುವುದು ಮಕ್ಕಳಿಗೆ ಲಾಭದಾಯಕ			
2	ಕಲಿಕಾಯತ್ನವು ಪಠ್ಯಪುಸ್ತಕ ಆಧಾರಿತ ಬೋಧನೆಯಲ್ಲದಿರುವುದರಿಂದ ಮಕ್ಕಳಲ್ಲಿ ಓದುವ ಸಾಮರ್ಥ್ಯದ ಬೆಳವಣಿಗೆ ಕಷ್ಟಸಾಧ್ಯವಾಗಿದೆ.			
3	ಕಲಿಕಾಯತ್ನವು ಪಠ್ಯಪುಸ್ತಕ ಆಧಾರಿತ ಬೋಧನೆಯಲ್ಲದಿರುವುದರಿಂದ ಮಕ್ಕಳಲ್ಲಿ ಸ್ವ–ಕಲಿಕೆಗೆ ಅವಕಾಶವು ಹೆಚ್ಚಿದೆ			
4	ಕಲಿಕಾಯತ್ನದಲ್ಲಿ ಇಡೀ ಗುಂಪಿನ ಚಟುವಟಿಕೆ ವ್ಯರ್ಥ ಎನ್ನಸುತ್ತದೆ.			
5	ಕಲಿಕಾ ಗುಂಪು ಮಕ್ಕಳಿಗೆ ಸಹಪಾಠಿಗಳಿಂದ ಕಲಿಯಲು ಸಹಾಯಕವಾಗಿದೆ.			
6	ಕಲಿಕಾಯತ್ನದಲ್ಲಿ ಅಭ್ಯಾಸದ ಸಮಯವು ತುಂಬಾ ಯಾಂತ್ರಿಕವಾಗಿರುವುದರಿಂದ ಮಕ್ಕಳಿಗೆ ಉಪಯೋಗಕರವಾಗಿಲ್ಲ			
7	ಕೃತಿ ಸಂಪುಟದ ಕೆಲಸವನ್ನು ಪ್ರತಿದಿನವೂ ಮಾಡುವುದು ತುಂಬಾ ಕಷ್ಟಕರವಾಗಿದೆ.			
8	ಸಾಮಾನ್ಯವಾಗಿ ಸಮಷ್ಟಿ ಸಭೆಯ ಒಂದು ಸಂಪ್ರದಾಯವಾಗಿಯೇ ನೆರವೇರುವುದು.			
9	ಮಕ್ಕಳಮೇಲಿನ ಭಾರವನ್ನು ಕಡಿಮೆಗೊಳಿಸುವಲ್ಲಿ ಕಲಿಕಾಯತ್ನವು ಸಹಾಯಕವಾಗಿದೆ.			
10	ಕಲಿಕಾಯತ್ನದಲ್ಲಿ ರೂಢಿಯಲ್ಲಿರುವ ಸಮಗ್ರ ಕಲಿಕೆಯು ಮಕ್ಕಳ ಸಂಪೂರ್ಣ ಕಲಿಕೆಯಲ್ಲಿ ಸಹಾಯಕವಾಗಿದೆ.			
11	ಕಲಿಕಾಯತ್ನದಲ್ಲಿ ಮನೆಕೆಲಸವನ್ನು ಕೊಡದೇ ಇರುವುದರಿಂದ ಶಾಲೆಯ ನಂತರದ ಸಮಯವು ಮಕ್ಕಳಿಗೆ ಪ್ರಯೋಜನಕಾರಿಯಾಗಿಲ್ಲ.			
12	ಕಲಿಕೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನವನ್ನು ನಾವು ಬೇರೆ ಬೇರೆ ಯಾಗಿಯೇ ನೋಡಬೇಕು.			
13	ಬೋಧನೆ–ಕಲಿಕೆಯ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ ಅತ್ಯಂತ ಅವಶ್ಯಕವಾಗಿದೆ.			
14	ಶಿಕ್ಷಕರು ತರಗತಿಯಲ್ಲಿ ಅನುಕೂಲಗಾರರಾಗಿ ಮಕ್ಕಳಿಗೆ ಮಾಹಿತಿಗಳನ್ನು ಕೊಡುತ್ತಲೇ ಇರಬೇಕಾಗುತ್ತದೆ.			
15	ಸಮಷ್ಟಿ ಸಭೆಯು ಇಲ್ಲದಿದ್ದರೆ ಕಲಿಕಾಯತ್ನವನ್ನು ಕಾರ್ಯಗತ ಗೊಳಿಸುವುದು ನನಗೆ ಸಾಧ್ಯವಿರಲಿಲ್ಲ.			

ಭಾಗ 3

ಈ ಕೆಳಗಿನ ವಿಷಯಗಳಲ್ಲಿ ನೀವು ಸಾಮಾನ್ಯವಾಗಿ ಏನು ಮಾಡುವಿರಿ ಎಂಬುದನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಬರೆಯಿರಿ.

1. ಇಡೀ ಗುಂಪಿನ ಚರ್ಚೆಯ ಸಂಯೋಜನೆ

2. ಕಲಿಕಾ ಗುಂಪಿನ ಚಟುವಟಿಕೆಗಳ ಸಂಯೋಜನೆ

3. ಅಭ್ಯಾಸದ ಅವಧಿಯ ಸಂಯೋಜನೆ

4. ಕೃತಿ ಸಂಪುಟ ನಿರ್ವಹಣೆ

5. ಸಮುದಾಯವನ್ನು ಒಳಗೂಡಿಸಿಕೊಳ್ಳುವಲ್ಲಿ

6. ಮಕ್ಕಳಿಗೆ ಕಲಿಕೆಯ ಕುರಿತಾಗಿ ಹಿಮ್ಮಾಹಿತಿ ಕೊಡುವುದರ ಕುರಿತಾಗಿ

ಭಾಗ - 4

ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳನ್ನು ಉತ್ತರಿಸಿರಿ

1. ನೀವು ಇಲಾಖೆಯ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಉಪಯೋಗಿಸುವಿರಾ?   ಹೌದು / ಇಲ್ಲ

   ಹೌದಾದಲ್ಲಿ, ಅ) ಹೇಗೆ ಉಪಯೋಗಿಸುತ್ತೀರಿ?

   ಆ) ಯಾವ ಪಠ್ಯಪುಸ್ತಕವನ್ನು ನೀವು ಹೆಚ್ಚಾಗಿ ಉಪಯೋಗಿಸುತ್ತೀರಿ ಎಂಬುದನ್ನು, ಮೂಲಕ ಸೂಚಿಸಿರಿ

   ಕನ್ನಡ   ಗಣಿತ   ಪರಿಸರ ಅಧ್ಯಯನ   ಸಮಾಜ ಅಧ್ಯಯನ   ಸಾಮಾನ್ಯ ವಿಜ್ಞಾನ

2. ಮಕ್ಕಳ ಕಲಿಕೆಯ ಮೌಲ್ಯಮಾಪನವನ್ನು ನೀವು ಹೇಗೆ ಮಾಡುವಿರಿ?

3. ಕೃತಿ ಸಂಪುಟವನ್ನು ನೀವು ಹೇಗೆ ಉಪಯೋಗಿಸುತ್ತೀರಿ?

4. ಕೃತಿ ಸಂಪುಟವನ್ನು ಮಕ್ಕಳು ಹೇಗೆ ಉಪಯೋಗಿಸುತ್ತಾರೆ?

5. ಕಲಿಕೆಯಲ್ಲಿ ಹಿಂದುಳಿದ ಮಕ್ಕಳಿದ್ದಲ್ಲಿ ನೀವು ಏನು ಮಾಡುವಿರಿ?

6. ಅಭ್ಯಾಸದ ಅವಧಿಯಿಂದ ಪ್ರಯೋಜನ ಪಡೆಯದೇಇದ್ದ ಮಕ್ಕಳಿದ್ದಲ್ಲಿ ನೀವು ಏನು ಮಾಡುವಿರಿ?

7. ಮಕ್ಕಳ ಕಲಿಕೆಯ ಕುರಿತಾಗಿ ಪೋಷಕರಿಂದ ನೀವು ಏನು ಅಪೇಕ್ಷಿಸುವಿರಿ?

8. ನಮ್ಮ ಗೈರುಹಾಜರಿಯಲ್ಲಿ ನಮ್ಮ ತರಗತಿಯ ನಿರ್ವಹಣೆಗೆ ಯಾವ ಕ್ರಮ ಕೈಗೊಳ್ಳುವಿರಿ?

9. ನೀವು ನಲಿ–ಕಲಿಯ ಸಾಧನಗಳನ್ನು ಕಲಿಕಾಯತ್ನದಲ್ಲಿ ಉಪಯೋಗಿಸುವಿರಾ?   ಹೌದು   /   ಇಲ್ಲ
ಹೌದಾದಲ್ಲಿ, ಹೇಗೆ ಉಪಯೋಗಿಸುವಿರಿ?

10. ಕೃತಿ ಸಂಪುಟದಿಂದ ಯಾವುದೇ ಪ್ರಯೋಜನವಿದೆಯೇ?   ಹೌದು   /   ಇಲ್ಲ
ಯಾಕೆ ಎಂಬುದನ್ನು ವಿವರಿಸಿ.

11. ಮಕ್ಕಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ, ಕಲಿಕೆ, ಹಿಮ್ಮಾಹಿತಿ ನೀಡುವಿಕೆ ಮತ್ತು ಅನುಸರಣೆ (ಜಿಲಟಟಂಠಿ–ಞಿ) ನಲ್ಲಿ ಕೃತಿ ಸಂಪುಟವು ಹೇಗೆ ಸಹಾಯಕಾರಿಯಾಗಿದೆ? ವಿವರಿಸಿ

12. ವಿಷಯವಾರು ಬೋಧನೆ/ಸಮಗ್ರ ಬೋಧನೆ ಇವುಗಳಲ್ಲಿ ಅನುಕೂಲಕರವಾಗಿರುವುದು ಯಾವುದು?.
    ಅ) ವಿಷಯವಾರು   ಆ) ಸಮಗ್ರ ಬೋಧನೆ
    ಕಾರಣ :

13. ಯಾವುದೇ ಇತರ ವಿಷಯವನ್ನು ನೀವು ನಮ್ಮೊಂದಿಗೆ ಹಂಚಿಕೊಳ್ಳುವುದಾದಲ್ಲಿ ಬರೆಯಿರಿ.

3 ಮತ್ತು 5ನೇ ತರಗತಿ ಮಕ್ಕಳ ಪ್ರತಿಕ್ರಿಯೆ

ಶಾಲೆ: .... ತರಗತಿ: ....ಮಗುವಿನ

ಹೆಸರು:... ದಿನಾಂಕ:...

ಸೂಚನೆ: ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಪ್ರಶ್ನೆಗಳನ್ನು ಓದಿ. ಪ್ರತಿ ಪ್ರಶ್ನೆಗೂ ನಮ್ಮ ಉತ್ತರವನ್ನು 4 ಮೂಲಕ ಗುರುತಿಸಿ. ಯಾವುದೇ ಪ್ರಶ್ನೆ ಅರ್ಥವಾಗದಿದ್ದಲ್ಲಿ ನಮ್ಮನ್ನು ಕೇಳಿ ತಿಳಿದುಕೊಳ್ಳಿ.

ಪ್ರಶ್ನೆಗಳು

1. ನನಗೆ ಶಾಲೆಗೆ ಬರುವುದು — ತುಂಬಾ ಇಷ್ಟ / ಇಷ್ಟ / ಇಷ್ಟ ವಿಲ್ಲ

2. ಇಡೀ ದಿನ ಒಬ್ಬರೇ ಶಿಕ್ಷಕರೊಂದಿಗೆ ಇರುವುದು ನನಗೆ — ತುಂಬಾ ಇಷ್ಟ / ಇಷ್ಟ / ಇಷ್ಟ ವಿಲ್ಲ

3. ಬೇರೆ ಬೇರೆ ತರಗತಿಯವರು ಒಟ್ಟಿಗೆ ಇರುವುದು — ತುಂಬಾ ಇಷ್ಟ / ಇಷ್ಟ / ಇಷ್ಟ ವಿಲ್ಲ

4. ಗುಂಪಿನಲ್ಲಿ ಕೆಲಸ ಮಾಡುವುದು ನನಗೆ. — ತುಂಬಾ ಇಷ್ಟ / ಇಷ್ಟ / ಇಷ್ಟ ವಿಲ್ಲ

5. ಗುಂಪಿನಲ್ಲಿ ನಮ್ಮ ಸ್ನೇಹಿತರು/ಸಹಪಾಠಿಗಳಿಂದ ಬೆಂಬಲವಿದೆಯೇ? — ಹೌದು / ಇಲ್ಲ

6. ನಾನು ಗುಂಪಿನಲ್ಲಿ ನನ್ನ ಜವಾಬ್ದಾರಿ ಜೊತೆಗೆ ಇತರಿಗೆ ಬೆಂಬಲಿಸುತ್ತೇನೆ. — ಹೌದು / ಇಲ್ಲ

7. ಶಿಕ್ಷಕರು ಗುಂಪಿನಲ್ಲಿ ಕುಳಿತುಕೊಳ್ಳುವುದರಿಂದ ಕಲಿಕೆಗೆ ಪ್ರೋತ್ಸಾಹ ನೀಡಿದಂತಾಗುತ್ತದೆ. — ಹೌದು / ಇಲ್ಲ

8. ನೀವು ತರಗತಿಯಲ್ಲಿ ಪಠ್ಯಪುಸ್ತಕಗಳನ್ನು ಬಳಸುತ್ತೀರಾ? — ಹೌದು / ಇಲ್ಲ

9. ನೀವು ಶಿಕ್ಷಕರೊಂದಿಗೆ ಮಾತನಾಡಲು ಮುಕ್ತವಾದ ವಾತಾವರಣವಿದೆಯೇ? — ಹೌದು / ಇಲ್ಲ

10. ನೀವು ಮಾತನಾಡಲು ಶಿಕ್ಷಕರು ಬೆಂಬಲಿಸುತ್ತಾರೆಯೇ? — ಹೌದು / ಇಲ್ಲ

11. ನೀವು ಹೇಳಿದ ಅಭಿಪ್ರಾಯವನ್ನು ಶಿಕ್ಷಕರು ಸ್ವೀಕರಿಸುತ್ತಾರೆಯೇ? — ಹೌದು / ಇಲ್ಲ

13. ಪ್ರತಿದಿನ ನಮ್ಮ ಫೈಲ್‌ಗ ಹಾಳೆಗಳನ್ನು ಹಾಕುತ್ತೀರಾ? — ಹೌದು / ಇಲ್ಲ

14. ನಮ್ಮ ಫೈಲ್ ನೋಡುವುದರಿಂದ ಏನನಸುತ್ತದೆ? — ಹೌದು / ಇಲ್ಲ

15. ನಮ್ಮ ಗುಂಪಿನ ಪ್ರಶ್ನೆಗೆ ಉತ್ತರವನ್ನು ಎಲ್ಲಿ ಹುಡುಕುತ್ತೀರಾ? — ಹೌದು / ಇಲ್ಲ

16. ನಮ್ಮ ಪೋಷಕರು ಫೈಲ್ ನೋಡುತ್ತಾರೆಯೇ? — ಹೌದು / ಇಲ್ಲ

17. ನಮ್ಮ ಫೈಲ್ ನೋಡಿ ಪೋಷಕರು ಚರ್ಚಿಸುತ್ತಾರೆಯೇ? — ಹೌದು / ಇಲ್ಲ

18. ನಾನು ಮನೆಕೆಲಸ ಕೊಟ್ಟಾಗ ಪೂರ್ಣಗೊಳಿಸುತ್ತೇನೆ? — ಹೌದು / ಇಲ್ಲ

19. ತರಗತಿಯಲ್ಲಿ ಆಟವಾಡಲು ಅವಕಾಶವಿದೆಯೇ? — ಹೌದು / ಇಲ್ಲ

20. ತರಗತಿಯಲ್ಲಿ ಪ್ರಶ್ನೆ ಕೇಳಲು ಅವಕಾಶವಿದೆಯೇ? — ಹೌದು / ಇಲ್ಲ

21. ನನಗೆ ವೈಯಕ್ತಿಕವಾಗಿ ಶಿಕ್ಷಕರು ಗಮನ ಕೊಡುತ್ತಾರೆಯೇ? — ಹೌದು / ಇಲ್ಲ

22. ನೀವು ಚರ್ಚಿಸಿದ ನಂತರ ಪ್ರತಿದಿನ ಅಭ್ಯಾಸ ಮಾಡುತ್ತೀರಾ? — ಹೌದು / ಇಲ್ಲ

23. ನೀವು ಮಾಡಿದ ಪ್ರತಿ ಕೆಲಸಕ್ಕೆ ಶಿಕ್ಷಕರು ಹಿಮ್ಮಾಹಿತಿ ನೀಡುತ್ತಾರೆಯೇ? — ಹೌದು / ಇಲ್ಲ

24. ನಾನು ಮಾಡಿದ ತಪ್ಪನ್ನು ನೀನೆ ತಿದ್ದಿಕೊಳ್ಳಲು ಅವಕಾಶವಿದೆಯೇ? — ಹೌದು / ಇಲ್ಲ

ಶಿಕ್ಷಕರ ಅನಿಸಿಕೆ

ಶಿಕ್ಷಕರ ಹೆಸರು: --

ಶಾಲೆಯ ಹೆಸರು : --

ದಿನಾಂಕ : --

ಈ ಕೆಳಗಿನ ಹೇಳಿಕೆಗಳನ್ನು ಓದಿ. ಬಳಿಕ ಕೆಳಗೆ ನೀಡಲಾಯುವ ಆಂಶ್ಯೆಗಳಲ್ಲಿ ನಿಮ್ಮ ಆಂಶ್ಯೆಂಖನ್ನು ಗುಲಾಯುಫಾಸಿ.

SI. No.	Statements	ಸಂಪೂರ್ಣ ಒಪ್ಪುತ್ತೇನೆ.	ಭಾಗಶಃ ಒಪ್ಪುತ್ತೇನೆ.	ಒಪ್ಪುವುದಿಲ್ಲ
1	ತರಗತಿಯೊಳಗಿನ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆ ಆಯೋಜಿಸಲು ಶಿಕ್ಷಕರಿಗೆ ಸಂಪೂರ್ಣ ಸ್ವಾತಂತ್ರ್ಯ ಇರಬೇಕು.			
2	ಶಿಕ್ಷಣ ಇಲಾಖೆ ತಯಾರು ಮಾಡಿ ನೀಡಿದ ಪಠ್ಯಪುಸ್ತಕಗಳ ಪಾಠಗಳನ್ನು ಮಾಡುವುದು ಮಾತ್ರ ಶಿಕ್ಷಕರ ಕೆಲಸ.			
3	ಬಹುವರ್ಗ ಬೋಧನೆಗೆ ಸಂಯೋಜಿತ ಪಠ್ಯಪುಸ್ತಕಗಳಿದ್ದರೆ ಅನುಕೂಲ.			
4	ಕಿರಿಯ ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಪಾಠ ಪುಸ್ತಕಗಳಿಲ್ಲದೇ ಪಾಠ ಮಾಡುವುದು ಸಾಧ್ಯವೇ ಇಲ್ಲ.			
5	ಮಕ್ಕಳ ಕಲಿಕೆಯನ್ನು ಓದಿದ ಪರೀಕ್ಷೆಯ ಮೂಲಕ ಅಳೆಯಬಹುದು.			
6	ಮಕ್ಕಳ ಕಲಿಕೆಯ ಪ್ರಗತಿಯನ್ನು ತಿಳಿಯಲು ಅವರ ಇಡೀ ವರ್ಷ ನಡೆಸಿದ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಅವಲೋಕಿಸುವುದು ಹೆಚ್ಚು ಉಪಯುಕ್ತ.			
7	ಪರೀಕ್ಷೆಯಲ್ಲಿ ಮಕ್ಕಳ ನಿರ್ವಹಣೆಯೇ ಅವರ ಕಲಿಕೆಯ ಪ್ರಗತಿಯ ಸೂಚಕ.			
8	ಒಂದೇ ತರಗತಿಯೊಳಗಿನಯೂ ಮಕ್ಕಳ ಕಲಿಕೆಯ ವಿವಿಧ ಹಂತಗಳಲ್ಲಿರುತ್ತಾರೆ.			
9	ಪ್ರಾಥಮಿಕ ಹಂತದಲ್ಲಿ ಮಕ್ಕಳು ಕಲಿಯುವ ಕೌಶಲಗಳನ್ನು ಕಲಿಯುವುದು ಮುಖ್ಯವಲ್ಲ.			
10	ಚಿಕ್ಕ ಗುಂಪುಗಳಲ್ಲಿ ಚಟುವಟಿಕೆಗಳನ್ನು ನಡೆಸುವುದರಿಂದ ಮಕ್ಕಳು ಪರಸ್ಪರದಿಂದ ಕಲಿಯಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.			
11	ಶಿಕ್ಷಕರು ಮಕ್ಕಳಿಗೆ ಜ್ಞಾನವನ್ನು ನೀಡುವವರು.			
12	ಶಿಕ್ಷಕರು ಮಕ್ಕಳಿಗೆ ತಪ್ಪ ಜ್ಞಾನವನ್ನು ತಾಮೇ ಕಟ್ಟಿಕೊಳ್ಳಲು ಅನುಕೂಲಿಸುವವರು.			
13	ಮಕ್ಕಳಿಗೆ ಹೆಚ್ಚು ಹೆಚ್ಚು ಮನೆಗೆಲಸ ಕೊಡುವುದು ಒಳ್ಳೆಯದು.			
14	ಮಕ್ಕಳ ಮನೆಗೆಲಸ ಶಿಕ್ಷಕರೇ ಖುದ್ದಾಗಿ ನೋಡುವ ಅಗತ್ಯವಿಲ್ಲ. ಮಕ್ಕಳು ಕೊಟ್ಟ ಕೆಲಸವನ್ನು ಮಾಡಿರುವುದು ಮುಖ್ಯ ಅಷ್ಟೆ.			
15	ತರಗತಿಯಲ್ಲಿ ಗುಂಪು ಚಟುವಟಿಕೆ/ಆಟಗಳನ್ನು ಆಡಿಸುವುದು ಅಶಿಸ್ತಿಗೆ ಕ್ಷಾರಣವಾಗುತ್ತದೆ.			
16	ಮಕ್ಕಳು ಸ್ವಾಭಾವತಃ ಕಲಿಕೆಯ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ತೊಡಗಿಕೊಳ್ಳಲು ಬಯಸುತ್ತಾರೆ.			
17	ತರಗತಿಯ ಮಕ್ಕಳಿಗೆ ತಪ್ಪ ಅಭಿಪ್ರಾಯಗಳನ್ನು ಅಭಿವ್ಯಕ್ತಿಸಲು ಅವಕಾಶ ಮಾಡಿಕೊಡಬೇಕು.			
18	1–5 ರ ಹಂತದಲ್ಲಿ ಪರೀಕ್ಷೆಗಳ ಮೂಲಕವೇ ಮಕ್ಕಳ ಕಲಿಕೆ ತಿಳಿಯಬೇಕೆಂದಿಲ್ಲ.			
19	ಪರೀಕ್ಷೆಗಳ ಒತ್ತಡ ಇಲ್ಲದಿದ್ದರೆ ಶಿಕ್ಷಕರು ಕೆಲಸ ಮಾಡುವುದಿಲ್ಲ.			
20	ಪರೀಕ್ಷೆಗಳ ಒತ್ತಡ ಇಲ್ಲದಿದ್ದರೆ ಕಲಿಕೆ ಸಾಧ್ಯವಿಲ್ಲ			
21	1–5 ರ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಕನ್ನಡ, ಪರಿಸರ ವಿಜ್ಞಾನ ಹಾಗೂ ಗಣಿತಗಳನ್ನು ಸಂಯೋಜಿಸಿ ಒಂದೇ ಕಲಿಕಾ ವಿಷಯ ಮಾಡಿದರೆ ಉತ್ತಮ.			
22	ಬಾಯಿಪಾಠ ಮಾಡುವುದರಿಂದ ಮಾತ್ರ ಕಲಿಕೆ ಸಾಧ್ಯ			
23	ಮಕ್ಕಳು ತರಗತಿಯಲ್ಲಿ ಸದಾ ಮೌನವಾಗಿರಬೇಕು.			
24	ತಪ್ಪ ಸ್ಥಳೀಯ ಪರಿಸರದಲ್ಲಿ ಗಮನಿಸಿದ್ದನ್ನು/ಕಲಿತದ್ದನ್ನು ತರಗತಿಯಲ್ಲಿ ಹಂಚಿಕೊಳ್ಳಲು ಮಕ್ಕಳು ಉತ್ಸುಕರಾಗಿರುತ್ತಾರೆ.			
25	ಮುಕ್ತವಾತಾವರಣದಲ್ಲಿ ಕಲಿಕೆ ಚೆನ್ನಾಗಿ ನಡೆಯುತ್ತದೆ.			

ಶಿಕ್ಷಕರ ಪ್ರತಿಕ್ರಿಯೆ

ಶಿಕ್ಷಕರ ಹೆಸರು:––––––––––––––––––––––– ಶಾಲೆ:––––––––––––––––––––– ದಿನಾಂಕ:––––––––––––––––

1. ವಿಷಯವಾರು ಬೋಧನೆ/ಸಮಗ್ರ ಬೋಧನೆ ಇವುಗಳಲ್ಲಿ ಅನುಕೂಲಕರವಾಗಿರುವುದು.
   ಅ) ವಿಷಯವಾರು   ಆ) ಸಮಗ್ರ ಬೋಧನೆ
   ಕಾರಣ :

2. ಮಕ್ಕಳ ಕಲಿಕೆಗೆ ಉತ್ತಮವಾದದ್ದು.
   ಅ) ಚೈತನ್ಯ   ಆ) ನಲಿ–ಕಲಿ   ಇ) ಕಲಿಕಾಯತ್ನ
   ಕಾರಣ :

3. ಮಕ್ಕಳ ಕೃತಿ ಸಂಪುಟ ನಿರ್ವಹಣೆಗೆ ತೊಡಕಾಗುತ್ತದೆಯೇ?
   ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
   ಕಾರಣ :

4. ಮೌಲ್ಯಮಾಪನಕ್ಕೆ ಸೂಕ್ತವಾದದ್ದು.
   ಅ) ಮರುಮಾಹಿತಿ   ಆ) ಕಿರುಪರೀಕ್ಷೆ
   ಕಾರಣ :

5. ತರಗತಿ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ವಿವಿಧ ವಯೋಮಾನದ ಮಕ್ಕಳನ್ನು ಒಟ್ಟಾಗಿ ಕೂರಿಸುವುದು ಅನುಕೂಲಕರವೇ?
   ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
   ಕಾರಣ :

6. ಮಕ್ಕಳ ಕಲಿಕೆ, ಮರುಮಾಹಿತಿ ಅನುಸರಣೆ ಮಾಡಲು ಕೃತಿ ಸಂಪುಟ ಅನುಕೂಲಕರವೇ?
   ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
   ಕಾರಣ :

7. ಮಕ್ಕಳ ಕಲಿಕೆಯನ್ನು ನಿರ್ಧರಿಸಲು ಕಲಿಕಾಯತ್ನ ಪ್ರಕ್ರಿಯೆಯೇ ಸೂಕ್ತ.
   ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
   ಕಾರಣ :

8. ಆಬ್ಸರ್ವೇಶನ್ ಪುಸ್ತಕ ಮಕ್ಕಳ ಗಮನಸುವಿಕೆಗೆ ಪೂರಕ.
   ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
   ಕಾರಣ :

9. ಮಕ್ಕಳನ್ನು ಗಮನಸಲು, ಆಬ್ಸರ್ವೇಶನ್ ಪುಸ್ತಕದಲ್ಲಿ ಬರೆಯಲು ಸಮಯ ಹೊಂದಾಣಿಕೆಯಾಗುತ್ತದೆಯೇ?
   ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
   ಕಾರಣ :

10. ನಮ್ಮಗೆ ಕಲಿಕಾಯತ್ನ ಪ್ರಕ್ರಿಯೆಯ ಸಂಪೂರ್ಣ ಪರಿಚಯವಿದೆಯೇ?
    ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
    ಕಾರಣ :

11. ಸಮಷ್ಟಿ ಸಭೆಯು ನಮ್ಮ ವೃತ್ತಿ ಬೆಳವಣಿಗೆಗೆ ಪೂರಕ.
    ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
    ಕಾರಣ :

12. ಸಮಷ್ಟಿ ಸಭೆಯು ಸಮಾಲೋಚನಾ ಸಭೆಗಿಂತ ಭಿನ್ನವಾಗಿದೆ.
    ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
    ಕಾರಣ :

13. ನಮಗೆ ಕಲಿಕಾಯತ್ನ ಕಾರ್ಯಕ್ರಮದ ಉದ್ದೇಶ ತಿಳಿದಿದೆಯೇ?
    ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
    ಕಾರಣ:

13. ನೀವ್ಪ ಕಲಿಕಾಯತ್ನ ಕಾರ್ಯಕ್ರಮದ ಉದ್ದೇಶವನ್ನು ಒಪ್ಪುತ್ತೀರಾ?
    ಅ) ಹೌದು   ಆ) ಇಲ್ಲ
    ಕಾರಣ:

ಪಠ್ಯ ಪುಸ್ತಕ :

1. ಮಕ್ಕಳ ಕಲಿಕೆ ಹಾಗೂ ಶಿಕ್ಷಕರ ಬೋಧನೆಗೆ ಪಠ್ಯಪುಸ್ತಕದ ಅಗತ್ಯತೆ
   - ಅ) ಪ್ರಕ್ರಿಯೆಗೆ ಪೂರಕವಾಗಿ   ಆ) ಸಂಪನ್ಮೂಲವಾಗಿ   ಇ) ವಿಷಯಕ್ಕೆ ಆಧಾರವಾಗಿ
   - ಈ) ಅಭ್ಯಾಸಕ್ಕಾಗಿ

2. ಇಲಾಖೆಯಿಂದ ಸರಬರಾಜಾದ ಪಠ್ಯಪುಸ್ತಕಗಳ ಬಳಕೆ
   - ಅ) ಇಲಾಖೆಯ ನಿರ್ದೇಶನದಂತೆ   ಆ) ಕಲಿಕಾಯತ್ನ ಪ್ರಕ್ರಿಯೆಗೆ ಪೂರಕವಾಗಿ
   - ಇ) ಆಕರ ಗ್ರಂಥವಾಗಿ   ಈ) ಬಳಕೆ ಇಲ್ಲ

3. ಮಕ್ಕಳ ಕಲಿಕೆಗೆ ವರ್ಕ್‌ಶೀಟ್ (ಅಭ್ಯಾಸದ ಹಾಳೆ) ಬಳಕೆಯ
   - ಅ) ಅಭ್ಯಾಸಕ್ಕಾಗಿ   ಆ) ದೃಢೀಕರಣಕ್ಕಾಗಿ   ಇ) ಮೌಲ್ಯಮಾಪನಕ್ಕಾಗಿ

4. ಅಗತ್ಯವಿರುವ ವರ್ಕ್‌ಶೀಟ್ ತಯಾರಿಸಲು ನಾನು ಸಮರ್ಥನಾಗಿದ್ದೇನೆ.
   - ಅ) ಪೂರ್ಣವಾಗಿ   ಆ) ಭಾಗಶಃ   ಸಿ) ಬೇರೆಯವರ ಬೆಂಬಲದಿಂದ

5. ಪಠ್ಯಪುಸ್ತಕವಿಲ್ಲದೆ ಪರಿಕಲ್ಪನೆಯನ್ನು ವಿಸ್ತರಿಸಲು ಸಾಧ್ಯತೆಗಳು.
   - ಅ) ವಿಸ್ತರಿಸಬಹುದು   ಆ) ಆಧಾರವಾಗಿ   ಇ) ಪೂರಕವಾಗಿ

ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ :

1. ಸಮಷ್ಟಿ ಸಭೆಯಲ್ಲಿ ರಚಿಸಿದ ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆಯನ್ನು ಇಡೀ ತಿಂಗಳಿಗೆ ವಿಸ್ತರಿಸಲು ಇರುವ ಸಾಧ್ಯತೆಗಳು.
   - ಅ) ತರಗತಿ ಪ್ರಕ್ರಿಯೆಗೆ ಅನುಗುಣವಾಗಿ   ಆ) ಸಾಮರ್ಥ್ಯ ಬೆಳವಣಿಗೆಗೆ   ಇ) ಸಮಗ್ರ ಕಲಿಕೆಗೆ

2. ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ ರಚನೆಯು
   - ಅ) ಸುಲಭ   ಆ) ಕಠಿಣ

3. ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ ಒಬ್ಬರಿಂದ ರಚನೆಯಾದದ್ದು/ಗುಂಪಿನ ರಚನೆಯಾದದ್ದು.
   - ಅ) ವೈಯಕ್ತಿಕ ರಚನೆ   ಆ) ಗುಂಪು ರಚನೆ

4. ಸಮಷ್ಟಿ ಸಭೆಯಲ್ಲಿ ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ ರಚನೆಗೆ ಅನುಕೂಲಗಾರರ ಬೆಂಬಲ ನೀಡುತ್ತಿದ್ದಾರೆಯೇ?
   - ಅ) ಪೂರ್ಣ ಬೆಂಬಲ   ಆ) ಭಾಗಶಃ ಬೆಂಬಲ   ಇ) ಬೆಂಬಲವಿಲ್ಲ

ಪಾಠ ಯೋಜನೆ :

1. ಪಾಠ ಯೋಜನೆ ಅಥವಾ ದೈನಂದಿನ ಯೋಜನೆ ಬರೆಯುವುದರ ಅಗತ್ಯತೆ
   - ಅ) ಅನುಕೂಲಗಾರಿಕೆ   ಆ) ಇಲ್ಲ

2. ದೈನಂದಿನ ಯೋಜನೆ ಬರೆಯಲು ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ ಪೂರಕವಾಗಿದೆಯೇ?
   - ಅ) ಹೌದು   ಆ) ಇಲ್ಲ

   ಕಾರಣ :

3. ತರಗತಿ ಪ್ರಕ್ರಿಯೆಯು ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆಯನ್ನು ಮೀರಿ ಹೊರ ಹೋಗುತ್ತದೆಯೇ/ವಿಸ್ತರಿಸಲಾಗುತ್ತದೆಯೇ?
   - ಈ) ಹೌದು   ಆ) ಇಲ್ಲ

   ಕಾರಣ :

ಬೋಧನಾ ಅನುಕೂಲಗಾರಿಕೆ :

1. ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಬೋಧಕರ ಬದಲಾಗಿ ಅನುಕೂಲಗಾರರಾಗಿ ನಮ್ಮ ಪಾತ್ರ ನಿರ್ವಹಿಸುತ್ತಿದ್ದೇವೆಯೇ?
   - ಅ) ಹೌದು   ಆ) ಇಲ್ಲ

   ಕಾರಣ :

2. ತರಗತಿಯಲ್ಲಿ ಅನುಕೂಲ ಒದಗಿಸುವಾಗ ಪ್ರತಿಯೊಂದು ಮಗುವಿಗೂ ವೈಯಕ್ತಿಕ ಗಮನ ಕೊಡಲು ಸಾಧ್ಯವೇ?
   - ಅ) ಹೌದು   ಆ) ಇಲ್ಲ

   ಕಾರಣ :

3. ತರಗತಿಯಲ್ಲಿ ಮಕ್ಕಳು ಮತ್ತು ಶಿಕ್ಷಕರು ಎಂಬ ಭಿನ್ನತೆ ಇಲ್ಲದೆ ಕಲಿಕೆಯಲ್ಲಿ ಸಹಭಾಗಿಗಳು ಎಂದು ಅನಿಸುತ್ತದೆಯೇ?
   - ಅ) ಹೌದು   ಆ) ಇಲ್ಲ

   ಕಾರಣ :

3.   ಪೂರ್ವಜ್ಞಾನ/ಪೂರ್ವಸಿದ್ಧತೆಯ ಹೆಚ್ಚು ಅವಶ್ಯಕತೆ
     ಅ) ಶಿಕ್ಷಕರು   ಆ)   ಅನುಕೂಲಗಾರರು
     ಕಾರಣ :

ಸಮುದಾಯ :

1.   ಈ ಪ್ರಕ್ರಿಯೆಯ ಬಗೆಗೆ ಇರುವ ಸಮುದಾಯದ ಪ್ರತಿಕ್ರಿಯೆ.
     ಅ)   ಧನಾತ್ಮಕ   ಆ)   ಋಣಾತ್ಮಕ
     ಕಾರಣ :

2.   ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಸಮುದಾಯದ ಸಹಭಾಗಿತ್ವ.
     ಅ)   ಇದೆ   ಆ)   ಇಲ್ಲ
     ಕಾರಣ :

3.   ಮಕ್ಕಳು ಮನೆಗೆ ತೆಗೆದುಕೊಂಡು ಹೋಗುವ ವಾರದ ಫೈಲ್ ಬಗೆಗೆ ಪೋಷಕರ ಪ್ರತಿಕ್ರಿಯೆ
     ಅ)   ಧನಾತ್ಮಕ   ಆ)   ಋಣಾತ್ಮಕ
     ಕಾರಣ :

ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು :

1.   ತರಗತಿ ಪ್ರಕ್ರಿಯೆಗೆ ಮುಖ್ಯ ಶಿಕ್ಷಕರ ಬೆಂಬಲವಿದೆಯೇ?
     ಅ)   ಹೌದು   ಆ)   ಇಲ್ಲ
     ಕಾರಣ :

2.   ಮುಖ್ಯ ಶಿಕ್ಷಕರ ಕಾರ್ಯದ ಜೊತೆಗೆ ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಳ್ಳಲು ಸಾಧ್ಯವೇ?
     ಅ)   ಹೌದು   ಆ)   ಇಲ್ಲ
     ಕಾರಣ :

3.   ಈ ಪ್ರಕ್ರಿಯೆ ಕುರಿತು ಸಹಪಾಠಿಗಳ ಜೊತೆಗೆ ಅಭಿಪ್ರಾಯ ಹಂಚಿಕೊಂಡಾಗ ಇದಕ್ಕೆ ಅವರ ಬೆಂಬಲವಿದೆಯೇ?
     ಅ)   ಹೌದು   ಆ)   ಇಲ್ಲ
     ಕಾರಣ :

4.   ಶಿಕ್ಷಕರು ಮತ್ತು ಮಕ್ಕಳಿಗೆ ಈ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಕಲಿಕೆಗೆ ಸ್ವಾತಂತ್ರವಿದೆಯೇ?
     ಅ)   ಹೌದು   ಆ) ಇಲ್ಲ
     ಕಾರಣ :

ವಿದ್ಯಾರ್ಥಿಗಳ ಅನಿಸಿಕೆ: 6ನೇ ತರಗತಿ

ದಿನಾಂಕ : _____

ಶಾಲೆ ಹೆಸರು _____

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು_____

ದಿನಾಂಕ _____ ಲಿಂಗ: ಗಂಡು _____ ಹೆಣ್ಣು _____

ಸೂಚನೆ: ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೂ ಉತ್ತರ ಬರೆಯಿರಿ
ಪ್ರಶ್ನೆಗಳ ಕುರಿತು ಸಚಿದೇಹವಿದ್ದಲ್ಲಿ ಪರೀಕ್ಷಕರನ್ನು ಕೇಳಿರಿ

1. ತರಗತಿ 5ರಲ್ಲಿ ನೀವು ಕಲಿಕಾಯತ್ನ ವಿಧಾನದಲ್ಲಿ ಕಲಿತಿರುವಿರಿ. ಆದರೆ ಈಗ 6ನೇ ತರಗತಿಯಲ್ಲಿ ಆ ವಿಧಾನದಲ್ಲಿ ಕಲಿಯುತ್ತಿಲ್ಲ. ನವ್ಮ ಅನಿಸಿಕೆಯಲ್ಲಿ ಅವ್ಪಗಳಲ್ಲಿರುವ ವ್ಯತ್ಯಾಸವನ್ನು ಕೆಳಗೆ ಕೊಟ್ಟ ಜಾಗದಲ್ಲಿ ಬರೆಯಿರಿ.

   ಕಲಿಕಾಯತ್ನ ವಿಧಾನ:

   ಈಗ ಕಲಿಯುತ್ತಿರುವ ವಿಧಾನ:

2. ಈ ಎರಡು ವಿಧಾನಗಳಲ್ಲಿ ನೀವು ಇಷ್ಟಪಡುವ ವಿಧಾನ ಯಾವ್ಪದು?
   ನೀವು ಇಷ್ಟಪಡಲು ಕ್ಷರಣಗಳೇನು ಎಂಬುದನ್ನು ಬರೆಯಿರಿ.

3. 5ನೇ ತರಗತಿಯಲ್ಲಿ ವಿವಿಧ ವಯೋಮಾನದ ಮಕ್ಕಳು ಒಟ್ಟಿಗೆ ಕಲಿತರೆ 6ನೇ ತರಗತಿಯಲ್ಲಿ ಒಂದೇ ವಯೋಮಾನದ ಮಕ್ಕಳು ಒಟ್ಟಿಗೆ ಕಲಿಯುತ್ತಿರು ಇವುಗಳಲ್ಲಿ ಯಾವುದು ಕಲಿಕೆಗೆ ಅನುಕೂಲಕರವಾಗಿದೆ?

   ನಿಮ್ಮ ಕಾರಣವೇನು?

4. 6ನೇ ತರಗತಿಯಲ್ಲಿ ಪ್ರತಿ ವಿಷಯಕ್ಕೂ ಪಠ್ಯಪುಸ್ತಕವಿದ್ದರೆ, 5ನೇ ತರಗತಿಯಲ್ಲಿ ಪಠ್ಯಪುಸ್ತಕವಿರಲಿಲ್ಲ. ಇದರಿಂದಾಗಿ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ವ್ಯತ್ಯಾಸವಾಗುತ್ತದೆಯೇ? ಹೌದು_____ ಇಲ್ಲ_____

   ಇವುಗಳಲ್ಲಿ ಯಾವುದು ಕಲಿಕೆಗೆ ಅನುಕೂಲಕರ? _____

   ಯಾಕೆ? _____

   _____

5. 6ನೇ ತರಗತಿಯಲ್ಲಿ ಪ್ರತಿ ವಿಷಯವನ್ನು ಬೇರೆ ಬೇರೆ ಅವಧಿಯಲ್ಲಿ ಕಲಿತರೆ, 5ನೇ ತರಗತಿಯಲ್ಲಿ ಎಲ್ಲ ವಿಷಯಗಳನ್ನೂ ಸಮಗ್ರವಾಗಿ ತಿಳಿದಿರ ಇದರಿಂದಾಗಿ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ವ್ಯತ್ಯಾಸವಾಗುತ್ತದೆಯೇ? ಹೌದು_____ ಇಲ್ಲ_____

   ನಿಮ್ಮ ಅನಿಸಿಕೆ ಕಾರಣವೇನು?

   _____

6. ಈ ಎರಡು ವಿಧಾನಗಳಲ್ಲಿ ಯಾವ ವಿಧಾನದಲ್ಲಿ ಪ್ರತಿಯೊಂದು ಮಗುವಿಗೂ ಶಿಕ್ಷಕರು ವೈಯಕ್ತಿಕ ಗಮನ ಕೊಡಲು ಸಾಧ್ಯ? ಈಗಿನ ವಿಧಾನದಲ್ಲಿ_____ ಕಲಿಕಾಯತ್ನದಲ್ಲಿ_____

7. ಈ ಎರಡು ವಿಧಾನಗಳಲ್ಲಿ ಶಿಕ್ಷಕರ ಪಾತ್ರ ಬೇರೆ ಬೇರೆ ಎಂದು ನಿಮಗನಿಸುತ್ತದೆಯೇ?

   ಹೌದು_____ ಇಲ್ಲ_____

   ಹೌದಾದಲ್ಲಿ, ಏನು ವ್ಯತ್ಯಾಸವನ್ನು ಕಾಣುವಿರಿ?

   _____

   _____

   _____

8. ಮಕ್ಕಳ ಕಲಿಕೆಯನ್ನು ಯಾವ ವಿಧಾನದಲ್ಲಿ ಸರಿಯಾಗಿ ಅಳೆಯಬಹುದು?

   ಕಲಿಕಾಯತ್ನದಲ್ಲಿ _____ ಈಗಿನ ವಿಧಾನದಲ್ಲಿ _____

9. ನೀವು 5ನೇ ತರಗತಿ ಮತ್ತು 6ನೇ ತರಗತಿಯಲ್ಲಿ ಬೇರೆ ಬೇರೆ ವಿಧಾನದಲ್ಲಿ ಕಲಿಯುತ್ತಿದ್ದಿರಿ ಎಂಬುದು ನಿಮ್ಮ ಪಾಲಕರಿಗೆ ತಿಳಿದಿದೆಯೇ?

   ಹೌದು_____ ಇಲ್ಲ_____

   ನಿಮ್ಮ ಪಾಲಕರು ಯಾವ ವಿಧಾನವನ್ನು ಹೆಚ್ಚಿಗೆ ಇಷ್ಟಪಡುವರು?

   ಕಲಿಕಾಯತ್ನವನ್ನು _____ ಈಗಿನ ವಿಧಾನವನ್ನು _____

   ಏಕೆ? _____

   _____

10. ಮಕ್ಕಳ ಕಲಿಕೆಗೆ ಹೆಚ್ಚಿನ ಸ್ವಾತಂತ್ರ್ಯ ವಿರುವುದು ಯಾವ ವಿಧಾನದಲ್ಲಿ?

    ಕಲಿಕಾಯತ್ನದಲ್ಲಿ _____ ಈಗಿನ ವಿಧಾನದಲ್ಲಿ _____

11. ಮಕ್ಕಳ ಕಲಿಕೆಗೆ ಉತ್ತಮವಾದದ್ದು. ಅ) ಚೈತನ್ಯ ____ ಆ) ನಲಿ–ಕಲಿ ____ ಇ) ಕಲಿಕಾಯತ್ನ ____

12. ಸಂತೋಷಕರ ಕಲಿಕೆ ಯಾವುದರಲ್ಲಿ ಸಾಧ್ಯ? ಕಲಿಕಾಯತ್ನ ____ ಈಗಿನ ವಿಧಾನ ____

13. ಮಕ್ಕಳು ಕ್ರಿಯಾಶೀಲರಾಗಿರುವುದು ಯಾವುದರಲ್ಲಿ? ಕಲಿಕಾಯತ್ನ ____ ಈಗಿನ ವಿಧಾನ ____

14. ಮುಕ್ತವಾತಾವರಣವಿರುವುದು ಯಾವುದರಲ್ಲಿ? ಕಲಿಕಾಯತ್ನ ____ ಈಗಿನ ವಿಧಾನ ____

15. ಸಹಕಾರಕಲಿಕೆ ಯಾವುದರಲ್ಲಿ ಸಾಧ್ಯ? ಕಲಿಕಾಯತ್ನ ____ ಈಗಿನ ವಿಧಾನ ____

Code 1 – 3E - 01

ಪರಿಸರ ಅಧ್ಯಯನ : ಓನೇ ತರಗತಿ

ಶಾಲೆಯ ಹೆಸರು ....

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು...

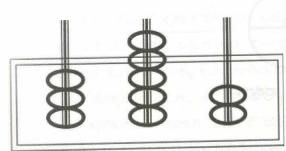ದಿ ಸಂಕ ....   ಲಿಂಗ: ಗಂಡು   ಹೆಣ್ಣು

ಸೂಚನೆ:   ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೂ ಉತ್ತರ ಬರೆಯಿರಿ
            ಪ್ರಶ್ನೆಗಳ ಕುರಿತು ಸಂದೇಹವಿದ್ದಲ್ಲಿ ಪರೀಕ್ಷಕರನ್ನು ಕೇಳಿರಿ

1. ಪ್ರಾಣಿಗಳ ದೇಹದ ಭಾಗಗಳನ್ನು ಗೆರೆ ಎಳೆಯುವ ಮೂಲಕ ಹೊಂದಿಸಿ.

   ಮೂಗು

   ಕೈ

   ಕಣ್ಣು

   ನಾಲಿಗೆ

   ಕಿವಿ

2. ಕೆಳಗಿನ ವಸ್ತುಗಳಲ್ಲಿ ಸಜೀವ ಮತ್ತು ನಿರ್ಜೀವ ವಸ್ತುಗಳನ್ನು ವಿಂಗಡಿಸಿ ಬರೆಯಿರಿ.

(ನಾಯಿ, ಬೆಕ್ಕು, ಪೆನ್ನು, ಸಸ್ಯ, ಹಾವು, ಮರ, ಮೇಜು, ಕಲ್ಲು, ಪುಸ್ತಕ)

ಸಜೀವಿಗಳು	ನಿರ್ಜೀವಿಗಳು

3. ಎಲೆಗಳ ಸಾಮಾನ್ಯ ಬಣ್ಣ ಯಾವುದು?_____ [ಕೆಂಪು, ನೀಲಿ, ಹಸಿರು]

4. ಚಿತ್ರಗಳನ್ನು ನೋಡಿ ನಮಗಿರಬೇಕಾದ ಸ್ವಚ್ಛ ಸರಿಯಾದ ಅಭ್ಯಾಸಗಳನ್ನು ✔ ಮೂಲಕ ಗುರುತು ಹಾಕಿ.
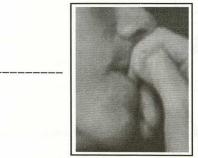
5. ಕೊಟ್ಟಿರುವ ಚಿತ್ರದಲ್ಲಿ ದೇಹದ ಭಾಗಗಳ ಹೆಸರು ಬರೆದು ಕೊಟ್ಟ ಜಾಗದಲ್ಲಿ ಅವುಗಳ ಒಂದೊಂದು ಉಪಯೋಗ ಬರೆಯಿರಿ.

ಉಪಯೋಗಗಳು

6. ರಾಷ್ಟ್ರ ಧ್ವಜದ ಚಿತ್ರಬರೆದು ಬಣ್ಣ ಹಾಕಿ.

7. ಮನೆಕಟ್ಟಲು ಬೇಕಾದ ನಾಲ್ಕು ವಸ್ತುಗಳನ್ನು ಪಟ್ಟಿಮಾಡಿ

1._____

2 _____

3 _____

4 _____

ಮೌಖಿಕ ಪ್ರಶ್ನೆಗಳು

1. ಟ್ರೈ ಯಲ್ಲಿರುವ ವಸ್ತುಗಳಿಂದ ಹಗುರ, ಭಾರ, ಮೃದು, ಗಟ್ಟಿ ಇರುವ ವಸ್ತುಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡಿ.

2. ನೀರಿನ ಉಪಯೋಗವೇನು? ನೀರನ್ನು ಮಿತವಾಗಿ ಹೇಗೆ ಬಳಸಬೇಕು?

3. ನಮ್ಮ ಸುತ್ತಮುತ್ತ ಇರುವ ನಾಲ್ಕು ಮರಗಳನ್ನು ಹೆಸರಿಸಿ.

ORAL TEST SCORING SHEET
STANDARD _____

Name of the School: _____ Date: _____

SI. No.	Name of the Student	Questions					
		1	2	3	4	5	Total
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
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24							
25							
26							

KALIKA YATNA

ಗಣಿತ–3ನೇ ತರಗತಿ

ಶಾಲೆಯ ಹೆಸರು _____

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು_____

ದಿನಾಂಕ _____   ಲಿಂಗ: ಗಂಡು ☐   ಹೆಣ್ಣು ☐
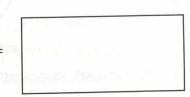
<u>ಸೂಚನೆ</u>: ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೂ ಉತ್ತರ ಬರೆಯಿರಿ
          ಪ್ರಶ್ನೆಗಳ ಕುರಿತು ಸಂದೇಹವಿದ್ದಲ್ಲಿ ಪರೀಕ್ಷಕರನ್ನು ಕೇಳಿರಿ

1.   ಮಣಿಕಟ್ಟು ನೋಡಿ ನೂರು, ಹತ್ತು, ಬಿಡಿ ಬರೆಯಿರಿ.

 = ☐

2.   8 ನೂರು 9 ಹತ್ತು 7 ಬಿಡಿ ಎಂದರೆ

3.   ಮಾದರಿಯಂತೆ ವಿಸ್ತರಿಸಿ ಬರೆಯಿರಿ

      ಮಾದರಿ: $305 = 3_{o} \ 100 + 0_{o} \ 10 + 5_{o} \ 1$

                    $415 =$

4.   ಇವುಗಳನ್ನು ಏರಿಕೆ ಕ್ರಮದಲ್ಲಿ ಬರೆಯಿರಿ.

      12, 11, 16, 01, 17, 08   ___, ___, ___, ___, ___, ___

5.   ಗಡಿಯಾರದಲ್ಲಿ ಸಮಯವನ್ನು ಗುರುತಿಸಿ.   — —

6.   ಸಂಕಲನ ಮಾಡಿ.   7.   ವ್ಯವಕಲನ ಮಾಡಿ.

        9 8   6 7 5   4 8   6 7 8

      + 6 0   + 3 1 7   – 3 6   – 3 4 2

      _____   _____   _____   _____

      _____   _____   _____   _____

8. ಕೊಟ್ಟಿರುವ ಆಕೃತಿಗಳನ್ನು ಹೆಸರಿಸಿ.

_____   _____   _____   _____
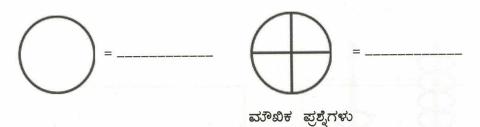
9. ಅಕ್ಷರದಲ್ಲಿ ಬರೆಯಿರಿ:

305_____ 126 _____

10. ಕೆಳಗಿನ ಚಿತ್ರಗಳನ್ನು ಭಿನ್ನರಾಶಿ ರೂಪದಲ್ಲಿ ಬರೆಯಿರಿ

= _____   = _____

ಮೌಖಿಕ ಪ್ರಶ್ನೆಗಳು

1. 4 ರ ಮಗ್ಗಿ –[3 ರಿಂದ 5 ರ ಒಳಗೆ ಯಾವುದಾದರು]

2. ನನ್ನಲ್ಲಿ 20 ಗೋಲಿಗಳಿವೆ ಅದರಲ್ಲಿ 8 ಗೋಲಿಯನ್ನು ನನ್ನಮಿತ್ರನಿಗೆ ಕೊಟ್ಟರೆ ಉಳಿದ ಗೋಲಿಗಳೆಷ್ಟು?

3. ಇರುವಂತಹ ಕೋಣೆಯಲ್ಲಿ ಎಷ್ಟು ಚೌಕಗಳಿವೆ/ ಆಯತಗಳಿವೆ? ಎಣಿಸಿ ಹೇಳು.

ಕನ್ನಡ : 3ನೇ ತರಗತಿ

ಶಾಲೆಯ ಹೆಸರು _____

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು_____

ದಿನಾಂಕ _____   ಲಿಂಗ: ಗಂಡು ☐   ಹೆಣ್ಣು ☐

ಸೂಚನೆ: ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೂ ಉತ್ತರ ಬರೆಯಿರಿ

                ಪ್ರಶ್ನೆಗಳ ಕುರಿತು ಸಂದೇಹವಿದ್ದಲ್ಲಿ ಪರೀಕ್ಷಕರನ್ನು ಕೇಳಿರಿ

1. ಕೊಟ್ಟಿರುವ ಸಾರಾಂಶವನ್ನು ಓದಿ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ.

ಒಂದು ಕಾಡಿನಲ್ಲಿ ನರಿ ಮತ್ತು ಕೊಕ್ಕರೆ ಸ್ನೇಹಿತರಾಗಿದ್ದವು. ಒಮ್ಮೆ ನರಿ ಕೊಕ್ಕರೆಯೆನ್ನು ಕರೆದು ಅಯ್ಯಾ ಸ್ನೇಹಿತ ಈ ದಿನ ನಾನು ಊಟಕ್ಕೆ ಬಾ ಎಂದು ಕರೆಯಿತು. ಇದಕ್ಕೆ ಒಪ್ಪಿಗೆ ನೀಡಿ ಕೊಕ್ಕರೆ ಮನೆಗೆ ಬಂದಾಗ ಅಗಲವಾದ ಬಟ್ಟಲಿನಲ್ಲಿ ಪಾಯಸ ಇಟ್ಟು ಕುಡಿಯಲು ಹೇಳಿತು. ಆದರೆ ಕೊಕ್ಕರೆಗೆ ಕೊಕ್ಕು ಉದ್ದ ವಾಗಿದುದರಿಂದ ಕುಡಿಯಲು ಆಗಲಿಲ್ಲ. ಬೇಸರದಿಂದ ಮನೆಗೆ ಹೋಯಿತು, ಕೆಲವು ದಿನಗಳ ನಂತರ ಕೊಕ್ಕರೆ ನರಿಯೆನ್ನು ತನ್ನ ಮನೆಗೆ ಊಟಕ್ಕೆ ಕರೆಯಿತು. ಸಂತೋಷದಿಂದ ನರಿ ಬಂದಿತು. ಕೊಕ್ಕರೆ ನರಿಯನ್ನು ಬಾ ಸ್ನೇಹಿತ ಕುಳಿತುಕೋ ನೀಗಾಗಿ ಪಾಯಸ ಮಾಡಿದ್ದೇನೆ. ಹೊಟ್ಟೆ ತುಂಬಾ ಕುಡಿ. ಎಂದು ಹೇಳಿ ಅಗಲವಾದ ಬಟ್ಟಲಿನಲ್ಲಿಯೆ ನರಿಗೆ ಕುಡಿಯಲು ಅನುಕೂಲವಾಗುವಂತ ಬಡಿಸಿತು. ನರಿಗೆ ತಾನು ಕೊಕ್ಕರೆಗೆ ಮಾಡಿದ ಅವಮಾನ ನೆನಪಾಗಿ ಮಿತ್ರಾ ನನ್ನನ್ನು ಕ್ಷಮಿಸಿಬಿಡು, ಆ ದಿನ ನಾನು ನೀಗೆ ಸರಿಯಾಗಿ ಊಟ ಬಡಿಸಲಿಲ್ಲ. ಆದರೆ ನೀನು ನನಗೆ ಆ ರೀತಿ ಮಾಡದೆ ಪ್ರೀತಿಯಿಂದ ಊಟ ಬಡಿಸುತ್ತಿರುವೆ ಇನ್ನು ಮುಂದೆ ಹೀಗೆ ಮಾಡಲ್ಲ. ನನ್ನ ಮನೆಗೆ ಇನ್ನೊಮ್ಮೆ ಬಾ, ಎಂದು ಹೇಳಿ ತನ್ನ ಮನೆಗೆ ಹೋಯಿತು.

          1.   ನರಿ ಕೊಕ್ಕರೆಗೆ ಏನು ಕೊಟ್ಟಿತು?

          2.   ಕೊಕ್ಕರೆ ಯಾರ ಮನೆಗೆ ಹೋಯಿತು?

          3.   ನರಿ ಕೊಕ್ಕರೆಗೆ ಎಂತಹ ಬಟ್ಟಲಲ್ಲಿ ಪಾಯಸ ಇಟ್ಟಿತು?

2.   ಕೆಳಗಿನ ಪದಗಳಿಗೆ ಸಮಾನಾರ್ಥಕ ಪದ ಬರೆಯಿರಿ.

       ಗೆಳೆಯ = _____   ಬೇಸರ = _____

3.   ಕೆಳಗಿನ ಪದಗಳಿಗೆ ವಿರುದ್ಧಾರ್ಥಕ ಪದ ಬರೆಯಿರಿ.

       ಅ) ಉದ್ದ _____   ಆ)   ಸಂತೋಷ _____

4.   ಕೆಳಗಿನ ಪದಗಳನ್ನು ಸ್ವಂತ ವಾಕ್ಯದಲ್ಲಿ ಬರೆಯಿರಿ.

       ಅ) ಅವಮಾನ : _____

       ಆ) ಅನುಕೂಲ : _____

5. ಪದಗಳಲ್ಲಿ ತಪ್ಪಾಗಿ ಬಳಸಿರುವ ಅಕ್ಷರಗಳನ್ನು ಸರಿಯಾದ ಅಕ್ಷರಗಳಾಗಿ ಬರೆಯಿರಿ.

ಅ) ಮಿತ್ರಾ ನನ್ನು ಕ್ಷಮಿಸಿ ಬಿಡು.

_____

ಆ) ಒಂದು ಕಾಡಿನಲ್ಲಿ ನರಿ ಮತ್ತು ಕೊಕ್ಕರೆ ಸ್ನೇಹಿತರಾಗಿದವು.

_____

6. ಒಗಟು ಬಿಡಿಸಿರಿ

ಹಿಡಿಯೋಣವೆಂದರೆ ಕೈಗೆ ಸಿಗುವುದಿಲ್ಲ

ಬಡಿಯೋಣವೆಂದರೆ ಬಡಿಗೆಗೆ ದಕ್ಕುವುದಿಲ್ಲ

ನೋಡೋಣವೆಂದರೆ ಕಣ್ಣಿಗೆ ಕಾಣುವುದಿಲ್ಲ

ಹೇಳು ಹೇಳು ನಾನು ಯಾರು?   _____

ಮೌಖಿಕ ಪ್ರಶ್ನೆಗಳು

2. ಕೈಬರಹದ ಅಕ್ಷರ ಓದುವುದು.

_____

_____

3. ಹಾಡು/ ಕಥೆ ಆಲಿಸಿ ನೆನಪಿಸಿಕೊಳ್ಳುವುದು.

_____

_____

4. ಮೌಖಿಕ ಸೂಚನೆಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು

_____

_____

5. ಒಗಟು ಬಿಡಿಸುವುದು.

1. ನನಗೆ ನಾಲ್ಕು ಕಾಲುಗಳಿವೆ, ಎರಡು ಕೈಗಳಿವೆ, ಕೂರಲು ಆಸನವಿದೆ ನಾನು ಯಾರು?

_____

2. ಆಕಾಶದಲ್ಲಿ ಹಾರಬಲ್ಲೆ ವಿಮಾನವಲ್ಲ, ಉದ್ದನೆಯ ಬಾಲವಿದೆ ರಾಕೆಟ್ ಅಲ್ಲ, ಮಕ್ಕಳಿಗೆಲ್ಲ ನಾನು ಪ್ರಿಯ ನಾನು ಯಾರು?

_____

6. ಚಿತ್ರನೋಡಿ ಪದಗಳನ್ನು ಬರೆಯುವುದು.

7. ಕೆಳಗಿನ ಪದಬಂಧದಲ್ಲಿರುವ ಅಕ್ಷರಗಳನ್ನು ಬಳಸಿ ಪದ ರಚನೆ ಮಾಡಿ.

ಕ	ಮ	ಲ	ತಾ	ಯಿ
ಸ	ರ	ಸ	ಮಾ	ಬಿ
ಗ	ಜ	ಗು	ರು	ಲಾ
ಆ	ರಾ	ಮ	ಲ	ಗು

ಉದಾಹರಣೆ: ಕಮಲ

_____   _____

_____   _____

_____   _____

8. ವಾಕ್ಯಗಳನ್ನು ನಕಲು ಮಾಡುವುದು

ರಾಧಾಳ ಮನೆಯಲ್ಲಿ ಒಂದು ಹಸು ಇದೆ.

ಅದರ ಹೆಸರು ತುಂಗೆ

ತುಂಗೆಯ ಕರುವಿನ ಹೆಸರು ಕಾವೇರಿ

ತುಂಗೆ ಕರುವಿಗೆ ಹಾಲು ಕುಡಿಸುತ್ತದೆ.

ರಾಧಾಳಿಗೂ ಹಾಲು ಕೊಡುತ್ತದೆ.

ರಾಧ ತುಂಗೆಗೆ ಹುಲ್ಲನ್ನು ಹಾಕುವಳು,

ಪ್ರತಿದಿನ ಹಾಲು ಕರೆಯುವಳು.

ತುಂಗೆಯ ಹಾಲು ಬಲು ರುಚಿ, ಬಲು ಸಿಹಿ.

ಕನ್ನಡ : 5ನೇ ತರಗತಿ

ಶಾಲೆಯ ಹೆಸರು _____

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು _____

ದಿನಾಂಕ _____   ಲಿಂಗ: ಗಂಡು ☐   ಹೆಣ್ಣ ☐

<u>ಸೂಚನೆ:</u> ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೂ ಉತ್ತರ ಬರೆಯಿರಿ
ಪ್ರಶ್ನೆಗಳ ಕುರಿತು ಸಂದೇಹವಿದ್ದಲ್ಲಿ ಪರೀಕ್ಷಕರನ್ನು ಕೇಳಿರಿ

1.   **ಕೊಟ್ಟಿರುವ ಸಾರಾಂಶವನ್ನು ಓದಿ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಿ.**

ಒಂದೂರಿನಲ್ಲಿ ಒಬ್ಬ ರಾಜನಿದ್ದ. ಒಂದು ದಿನ ರಾಜ ತನ್ನ ಪ್ರಜೆಗಳನ್ನು ಪರೀಕ್ಷಿಸಲೆಂದು ತೀರ್ಮಾನಿಸಿದ. ತುಂಬಾ ಜನ ಓಡಾಡುವ ದಾರಿಯ ಮಧ್ಯದಲ್ಲಿ ಬಂಡೆಕಲ್ಲೊಂದನ್ನಿಟ್ಟ. ಅದರ ಕೆಳಗೆ ನೂರು ಚಿನ್ನದ ನಾಣ್ಯ ವಿರುವ ಚೀಲವನ್ನಿಟ್ಟು ತಾನು ಪೊದೆಗಳ ಹಿಂದೆ ಅವಿತುಕೊಂಡ. ಸ್ವಲ್ಪ ಹೊತ್ತಿನಲ್ಲಿ ಆ ಹಾದಿಯಲ್ಲಿ ಕೆಲವರು ಶ್ರೀಮಂತ ವರ್ತಕರು ಬಂದರು. ಬಂಡೆಯನ್ನು ನೋಡಿಯೂ ನೋಡದವರ ಹಾಗೆ ಹೊರಟು ಹೋದರು. ನಂತರ ವಿದ್ಯಾರ್ಥಿಗಳ ಗುಂಪೊಂದು ಬಂತು. ಅವರು ಬಂಡೆಗಳನ್ನು ಹತ್ತಿ, ಇಳಿದು, ಕುಣಿದು, ಕುಪ್ಪಳಿಸಿ ಹೊರಟು ಹೋದರು. ಮತ್ತೊಂದು ಗುಂಪು ಬಂತು. ಅವರು ಇದು ಯಾರದೋ ಕಿಡಿಗೇಡಿಗಳ ಕೆಲಸವಿರಬೇಕು, ರಾಜನಿಗೆ ದೂರುಕೊಡೋಣವೆಂದು ಹೇಳುತ್ತ ಹೊರಟು ಹೋದರು. ಅವರು ಪೊಲೀಸಿನವರಾಗಿದ್ದರು.

ಹೀಗೆ ಇನ್ನೂ ಒಂದು ಗುಂಪು ಬಂತು. ತಲೆಯಮೇಲೆ ತರಕಾರಿ ಹೊತ್ತವರು, ಹಾಲು ಮಾರುವವರು, ಗದ್ದೆ ಕೆಲಸಕ್ಕೆ ಹೋಗುವವರು ಇದ್ದರು. ಅವರು ಬಂಡೆಕಲ್ಲನ್ನು ನೋಡಿದರು. ಒಬ್ಬ ಹಿರಿಯ ಹೀಗೆಂದರು ನಾವೆಲ್ಲ ಒಟ್ಟಾಗಿ ಸೇರಿದ್ರೆ ಈ ಕಲ್ಲು ಆಚೆಹಾಕೊದು ಕಷ್ಟದ ಕೆಲಸವೇನಲ್ಲ. ಈ ದಾರಿಯಲ್ಲಿ ಓಡಾಡಲು ತೊಂದರೆ ಆಗುತ್ತಿದೆ. ಇದನ್ನು ಕೇಳಿಸಿಕೊಂಡು ಎಲ್ಲ ಜನ ಸಾಮಾನ್ಯರು ಒಂದಾಗಿ ಬಂಡೆಕಲ್ಲನ್ನು ಸರಿಸಿದರು. ಬಂಡೆಯ ಕೆಳಗೆ ಚೀಟಿಯೊಂದಿತ್ತು. ಯಾರು ಈ ಬಂಡೇನ ಇಲ್ಲಿಂದ ತೆಗಿತಾರೋ ಅವರಿಗೆ ಈ ಚೀಲ ಸಲ್ಲುತ್ತದೆ ಅಂದಿತ್ತು. ಇದು ರಾಜನದೇ ಕೆಲಸ ಅಂತ ಸಂತೋಷದಿಂದ ಅತ್ತಿತ್ತ ನೋಡಿದರು. ರಾಜ ಮುಂದೆಬಂದು ಎಲ್ಲರಿಗೂ ಚಿನ್ನದ ನಾಣ್ಯವನ್ನು ಹಂಚಿದ ಎಲ್ಲರೂ ಸುಖುವಾಗಿರೆಂದು ಹರಸಿದ.

1.   ಮೊದಲನೆ ಮೂರು ವಾಕ್ಯಗಳನ್ನು ನಕಲು ಮಾಡಿ.

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2.   ಒಂದು ವಾಕ್ಯದಲ್ಲಿ ಉತ್ತರಿಸಿ.

ಅ)   ರಾಜನು ದಾರಿಯ ಮದ್ಯದಲ್ಲಿ ಏನನ್ನು ಇಟ್ಟನು?

_____

ಆ)   ಶ್ರೀಮಂತ ವರ್ತಕರು ಬಂಡೆಯನ್ನು ನೋಡಿ ಏನು ಮಾಡಿದರು?

_____

ಇ)   ನಾವೆಲ್ಲ ಒಟ್ಟಾಗಿ ಸೇರಿದರೆ ಈ ಕಲ್ಲು ಆಚೆ ಹಾಕೋದೇನೂ ಕಷ್ಟದ ಕೆಲಸವಲ್ಲ. ಈ ಮಾತನ್ನು ಯಾರು ಹೇಳಿದರು?

_____

ಈಃ) ಯಾರಿಗೆ ಹೇಳಿದರು?

_____

ಉ) ಈಃ ಕಥೆಯಿಂದ ನೀವೇನು ಕಲಿತಿರಿ?/ ಈಃ ಕಥೆಯ ಸಾರಾಂಶ ಏನು?

_____

_____

3. ಈಃ ಪದಗಳನ್ನು ಸ್ವಂತ ವಾಕ್ಯದಲ್ಲಿ ಬಳಸಿ .

ಅ) ತೀರ್ಮಾನಸು _____ .

_____

ಆ) ಹರಸು _____

_____

4. ಈಃ ವಾಕ್ಯಗಳ ಬಹುವಚನ ರೂಪವನ್ನು ಬರೆಯಿರಿ

ಅ) ಆ ದಾರಿಯಲ್ಲಿ ವರ್ತಕನು ಬಂದನು

_____

ಆ) ಓಡಾಡುವ ದಾರಿಯ ಮಧ್ಯದಲ್ಲಿ ಬಂಡೆಕಲ್ಲೊಂದಿದೆ

_____

ಸಮಾಜ ಅಧ್ಯಯನ : 5ನೇ ತರಗತಿ

ಶಾಲೆಯ ಹೆಸರು _____

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು _____

ದಿನಾಂಕ _____   ಲಿಂಗ: ಗಂಡು ⬜   ಹೆಣ್ಣು ⬜

<u>ಸೂಚನೆ:</u> ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೂ ಉತ್ತರ ಬರೆಯಿರಿ
        ಪ್ರಶ್ನೆಗಳ ಕುರಿತು ಸಂದೇಹವಿದ್ದಲ್ಲಿ ಪರೀಕ್ಷಕರನ್ನು ಕೇಳಿರಿ

1. ಕೊಟ್ಟಿರುವ ಕರ್ನಾಟಕ ನಕ್ಷೆಯಲ್ಲಿ ನಮಗೆ ಗೊತ್ತಿರುವ ಯಾವುದಾದರು ನಾಲ್ಕು ಜಿಲ್ಲೆಗಳನ್ನು ಗುರುತಿಸಿ ಮತ್ತು ಹೆಸರಿಸಿ.

2. ಪಠ್ಯಪುಸ್ತಕವನ್ನು ಬಳಸಿಕೊಂಡು ಕೆಳಗಿನ ಕೋಷ್ಟಕವನ್ನು ಭರ್ತಿಮಾಡಿ

ಮತ ಧರ್ಮ ಸ್ಥಾಪಕರು	ಧರ್ಮಗಳು	ಬೋಧನೆಗಳು

3. ಪೌರ ಎಂದರೆ ಯಾರು?

ಉತ್ತಮ ಪೌರನ ಜವಾಬ್ದಾರಿಗಳೇನು?

4. ಈ ಕೆಳಗಿನ ಗ್ರಾಮೀಣ ಜನರ ವೃತ್ತಿಗಳೇನು?

ಚಮ್ಮಾರರು : _____

ಗಾಣಿಗರು : _____

ಕೃಷಿಕರು : _____

ಬೆಸ್ತರು : _____

ಕಮ್ಮಾರರು : _____

5. ಚಿತ್ರ ನೋಡಿ ಸೌರವ್ಯೂಹದಲ್ಲಿರುವ ಗ್ರಹಗಳ ಹೆಸರನ್ನು ಗುರುತಿಸಿ ರೆಯಿರಿ.

6. ಗ್ರಾಮೀಣ ಪ್ರದೇಶದಲ್ಲಿ ಜನರು ಎದುರಿಸುತ್ತಿರುವ ಸಮಸ್ಯೆಗಳೇನು?. ಪಟ್ಟಿ ಮಾಡಿ

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7. ಹಗಲು ರಾತ್ರಿಗಳು ಹೇಗೆ ಉಂಟಾಗುತ್ತವೆ ಎಂಬುದನ್ನು ಬರೆಯಿರಿ?

ಮೌಖಿಕ ಪ್ರಶ್ನೆಗಳು

1. ಭಾರತದ ಭೂಪಟವನ್ನು ನೋಡಿ ಭೌಗೋಳಿಕ ವಿಭಾಗಗಳನ್ನು ನದಿಗಳನ್ನು, ಹೆಸರಿಸಿ

ಅ. ಸಾಗರಗಳು

ಆ. ಕೊಲ್ಲಿ

ಇ. ದಿಕ್ಕುಗಳು

ಈ. ನದಿಗಳು

ಸಮಾಜ ಅಧ್ಯಯನ : 5ನೇ ತರಗತಿ

ಶಾಲೆಯ ಹೆಸರು _____

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು _____

ದಿನಾಂಕ _____   ಲಿಂಗ   ಗಂಡು ☐ ಹೆಣ್ಣು ☐

<u>ಸೂಚನೆ:</u> ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೂ ಉತ್ತರ ಬರೆಯಿರಿ
           ಪ್ರಶ್ನೆಗಳ ಕುರಿತು ಸಂದೇಹವಿದ್ದಲ್ಲಿ ಪರೀಕ್ಷಕರನ್ನು ಕೇಳಿರಿ

1.   ಇವುಗಳ ಒಂದೊಂದು ಉಪಯೋಗವನ್ನು ಬರೆಯಿರಿ

ಕತ್ತರಿ _____

ಸರಿಗೆ _____

ಕ್ಯೂಂಡಿ _____

ಬಾಚು _____

2.   ಚಿತ್ರಗಳನ್ನು ನೋಡಿ ವಿವಿಧ ಭೂ ಸ್ಪರೂಪವನ್ನು ಹೆಸರಿಸಿ
      ಬೆಟ್ಟ   ನದಿ   ಸಾಗರ   ಕಣಿವೆ

  _____   _____

  _____

3. ಸಜೀವಿಗಳೆಂದರೇನು?

_____
_____
_____
_____

ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಪ್ರಾಣಿ ಮತ್ತು ಸಸ್ಯಗಳ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಬರೆಯಿರಿ

_____
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_____

ಹೂವು : _____
_____
_____

ಹಣ್ಣು : _____
_____
_____

ಕೊಟ್ಟಿರುವ ಕೋಷ್ಟಕದಲ್ಲಿ ಸಸ್ಯಾಹಾರಿ/ ಮಾಂಸಾಹಾರಿ ಪ್ರಾಣಿಗಳ ಹೆಸರನ್ನು ಬರೆಯಿರಿ

ಸಸ್ಯಾಹಾರಿ	ಮಾಂಸಾಹಾರಿ

6. ಚಿತ್ರಗಳನ್ನು ಗಮನಿಸಿ ವಿವಿಧ ಮಾಲಿನ್ಯಗಳನ್ನು ಹೆಸರಿಸಿ

7. ಕಾರಣ ಕೊಡಿ:

  ಅ. ಮರಗಳನ್ನು ಸಂರಕ್ಷಿಸಬೇಕು

  ಆ. ಇಂಧನಗಳನ್ನು ಮಿತವಾಗಿ ಬಳಸಬೇಕು

8. ಸಸ್ಯದ ಚಿತ್ರವನ್ನು ಬರೆದು ವಿವಿಧ ಬಾಗಗಳನ್ನು ಹೆಸರಿಸಿ

ಗಣಿತ –5ನೇ ತರಗತಿ

ಶಾಲೆಯ ಹೆಸರು _____

ವಿದ್ಯಾರ್ಥಿಯ ಹೆಸರು _____

ದಿನಾಂಕ _____   ಲಿಂಗ: ಗಂಡು ☐   ಹೆಣ್ಣು ☐

ಸೂಚನೆ: ಎಲ್ಲಾ ಪ್ರಶ್ನೆಗಳಿಗೂ ಉತ್ತರ ಬರೆಯಿರಿ

       ಪ್ರಶ್ನೆಗಳ ಕುರಿತು ಸಂದೇಹವಿದ್ದಲ್ಲಿ ಪರೀಕ್ಷಕರನ್ನು ಕೇಳಿರಿ

1. ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆಗಳನ್ನು ಏರಿಕ್ರಮದಲ್ಲಿ ಬರೆಯಿರಿ.

   20050, 21751, 70052 _____,_____, _____

2. 488456 ದಲ್ಲಿ _____ ಲಕ್ಷಗಳಿವೆ.

   _____ ಸಾವಿರಗಳಿವೆ.

   _____ ನೂರುಗಳಿವೆ.

   _____ ಹತ್ತುಗಳಿವೆ.

3. ಅತಿದೊಡ್ಡ ಸಂಖ್ಯೆಯ ಕೆಳಗೆ ಗೆರೆಯೆಳೆಯಿರಿ.

   9.09,   0.99,   0.09,   9.90

4. ಅತಿಚಿಕ್ಕ ಸಂಖ್ಯೆಯ ಕೆಳಗೆ ಗೆರೆಯೆಳೆಯಿರಿ.

   $\dfrac{1}{4}$, $\dfrac{1}{2}$, $\dfrac{1}{8}$, $\dfrac{1}{6}$

5. ಸ್ಕೇಲನ್ನು ಬಳಸಿ 5, 7 ಹಾಗೂ 9 ಸೆಂ.ಮಿ ಅಳತೆಯ ಗೆರೆಗಳನ್ನು ಎಳೆಯಿರಿ.

   _____

   _____

   _____

   _____

   _____

   _____

6. ಕಂಪಾಸನ್ನು ಬಳಸಿ ಒಂದು ವೃತ್ತವನ್ನು ರಚಿಸಿ.

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7. ಕೆಳಗೆ ಕೊಟ್ಟಿರುವ ಆಕೃತಿಯನ್ನು ಗಮನಿಸಿ ಅದರ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಬರೆಯಿರಿ.

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8. ಗಾಡಿಯಲ್ಲಿ 65.400 ಕಿ.ಗ್ರಾಂ ತೂಕದ ಮಾವಿನಹಣ್ಣು 15.500 ಕಿ. ಗ್ರಾಂ ತೂಕದ ಕಿತ್ತಲೆಹಣ್ಣು ತುಂಬಿದ್ದರೆ ಎತ್ತಿನ ಬಂಡಿಯಲ್ಲಿರುವ ಒಟ್ಟು ಹಣ್ಣಿನ ತೂಕವೆಷ್ಟು?

ಒಟ್ಟು ತೂಕ = _____

9. ಒಂದು ಅಂಗಿಯನ್ನು ಹೊಲಿಯಲು 1.50 ಮೀಟರ್ ಬಟ್ಟೆಬೇಕು ಹಾಗಾದರೆ 60 ಮೀಟರ್ ಬಟ್ಟೆಯಲ್ಲಿ ಎಷ್ಟು ಅಂಗಿಯನ್ನು ಹೊಲಿಯಬಹುದು?

_____

_____

_____

_____

10. ಕೆಳಗಿನ ಸಂಖ್ಯೆಗಳನ್ನು ಮೆಟ್ಟಿಲುಗಳಲ್ಲಿ ಇಳಿಕೆ ಕ್ರಮದಲ್ಲಿ ಬರೆಯಿರಿ.

12051,   12015,   12065,   12085

ಮೌಖಿಕ ಪ್ರಶ್ನೆಗಳು

1. ಈ ಸಂಖ್ಯೆಗಳನ್ನು ಗಟ್ಟಿಯಾಗಿ ಓದು.
   485675   85868   6567872

2. 12 ರಿಂದ 14ರ ವರೆಗಿನ ಮಗ್ಗಿ ಹೇಳಿಸುವುದು. (ಉದಾಹರಣೆಗೆ : 12 ಮೂರಲೆ ಎಷ್ಟು?)

APPENDIX 15

SUBJECT AND CLASS WISE COMPETENCIES TESTED

ಪರೀಕ್ಷಣಕ್ಕೆ ಆಯ್ದ ಸಾಮರ್ಥ್ಯಗಳು

ಇ.ವಿ.ಎಸ –3

1. ನಮ್ಮ ಸುತ್ತಲಿನ ಪ್ರಾಣಿ ಮತ್ತು ಸಸ್ಯಗಳನ್ನು ಗುರುತಿಸುವುದು
2. ಅವುಗಳ ನಡುವಿನ ಹೋಲಿಕೆ ಮತ್ತು ವ್ಯತ್ಯಸ ತಿಳಿಯುವುದು
3. ಅವುಗಳ ದೇಹ, ಆಕಾರ, ಗಾತ್ರ ಮತ್ತು ವಾಸಸ್ಥಳ ಗುರುತಿಸುವುದು
4. ದೇಹದ ಸ್ವಚತೆ ಮತ್ತು ರಕ್ಷಣೆ ವಿಧಾನ ತಿಳಿಯುವುದು

ಕನ್ನಡ– 5

1. ಸಾರಾಂಶವನ್ನು ಓದಿ ಸಂಬಧಿಸಿದ ಪ್ರಶ್ನೆಗೆ ತಕ್ಕ ಉತ್ತರ ಬರಯುವರು.
2. ಕೊಟ್ಟಿರುವ ಪದಗಳನ್ನು ಬಳಸಿ ಸ್ವಂತ ವಾಕ್ಯ ರಚಿಸುವರು.
3. ಗೊತ್ತಿರುವ ಬಹುವಚನ ನಾಮಗಳನ್ನು ಹೇಳುವರು.

ಇ.ವಿ.ಎಸ –5 ಸಮಾಜ ಅಧ್ಯಯನ

1. ಸರಿಯಾದ ಕ್ರಮದಲ್ಲಿ ಕರ್ನಾಟಕ ನಕ್ಷೆಯಲ್ಲಿ ಜಿಲ್ಲೆಗಳನ್ನು ಗುರುತಿಸಿ ಹೆಸರಿಸುವರು.
2. ಪೌರನ ಅರ್ಥ ಬರೆದು ಆತನ ಜವಾಬಾಬ್ದಾರಿಗಳನ್ನು ಪಟ್ಟಿಮಾಡುವರು
3. ಗ್ರಾಮೀಣ ಜನರ ವೃತ್ತಿ ಹೆಸರಿಸುವರು
4. ಚಿತ್ರವನ್ನುನೋಡಿ ಸೌರವ್ಯೂಹದಲ್ಲಿನ ಗ್ರಹಗಳನ್ನು ಸರಿಯಾದ ಕ್ರಮದಲ್ಲಿ ಹೆಸರಿಸುವರು
5. ಗ್ರಾಮೀಣ ಜನರು ಎದುರಿಸುತ್ತಿರುವ ಸಮಸ್ಯೆಯಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವರು
6. ಹಗಲು ಮತ್ತು ರಾತ್ರಿಗಳು ಉಂಟಾಗುವ ಪರಿಕಲ್ಪನೆಯನ್ನು ವಿವರಿಸಲು ಸಮರ್ಥರಾಗುವರು

ಮೌಖಿಕ ಪ್ರಶ್ನೆಗಳು:

1. ಭಾರತದ ನಕ್ಷೆಯಲ್ಲಿ ಸಾಗರಗಳು, ಕೊಲ್ಲಿಗಳು, ದಿಕ್ಕುಗಳು, ನದಿಗಳನ್ನು ಗುರುತ್ತಿಸುವರು.
2. ಕೊಟ್ಟಿರುವ ಚಿತ್ರಗಳನ್ನು ವೀಕ್ಷಿಸಿ ವಿವಿಧ ಭೂ ಸ್ವರೂಪವನ್ನು ಹೆಸರಿಸಲು ಸಮರ್ಥರಾಗುವರು.
3. ಸಜೀವಿಯ ಅರ್ಥ ಬರೆದು ಉದಾಹರಣೆಯೆನ್ನು ಕೊಡುವರು.
4. ಕೊಟ್ಟಿರುವ ಚಿತ್ರಗಳನ್ನು ವೀಕ್ಷಿಸಿ ಪ್ರಾಣಿ ಮತ್ತು ಸಸ್ಯಗಳ ಗುಣಲಕ್ಷಣಗಳನ್ನು ಪಟ್ಟಿ ಮಾಡುವರು.
5. ಕೊಟ್ಟಿರುವ ಕೋಷ್ಟಕದಲ್ಲಿ ಸಸ್ಯಾಹಾರಿ ಮತ್ತು ಮಾಂಸಾಹಾರಿ ಪ್ರಾಣಿಗಳ ಹೆಸರನ್ನು ಬರೆಯುವರು.
6. ಚಿತ್ರಗಳನ್ನು ಗಮನಿಸಿ ವಿವಿಧ ಮಾಲಿನ್ಯಗಳನ್ನು ಹೆಸರಿಸುವರು
7. ಮರಗಳ ಸಂರಕ್ಷಣೆ ಮತ್ತು ಇಂಧನದ ಮಿತವಾದ ಬಳಕೆಯ ಉಪಯೋಗಗಳನ್ನು ಪಟ್ಟಿಮಾಡುವರು
8. ಸಸ್ಯದ ಚಿತ್ರವನ್ನು ಬರೆದು ವಿವಿಧ ಭಾಗಗಳನ್ನು ಹೆಸರಿಸುವರು

ಗಣಿತ–5

ಪರೀಕ್ಷಣಕ್ಕೆ ಆಯ್ದ ಸಾಮರ್ಥ್ಯಗಳು

1. ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆಗಳನ್ನು ಏರಿಕೆ ಮತ್ತು ಇಳಿಕೆ ಕ್ರಮದಲ್ಲಿ ಬರೆಯುವುದು.
2. ಕೊಟ್ಟ ಸಂಖ್ಯೆಯಲ್ಲಿ ಅಂಕಿಯ ಸ್ಥಾನ ಬೆಲೆಯನ್ನು ಗುರುತಿಸುವುದು.
3. ಕೊಟ್ಟಿರುವ ದಶಮಾಂಶ ಸಂಖ್ಯೆಗಳನ್ನು ಏರಿಕೆ ಅಥವ ಇಳಿಕೆ ಕ್ರಮದಲ್ಲಿ ಗುರುತಿಸುವುದು
4. ಕೊಟ್ಟ ಭಿನ್ನರಾಶಿಗಳನ್ನು ಏರಿಕೆ ಅಥವ ಇಳಿಕೆ ಕ್ರಮದಲ್ಲಿ ಬರೆಯುವುದು
5. ಕೊಟ್ಟಿರುವ ಅಳತಗೆ ಸ್ಕೇಲನ್ನು ಬಳಸಿ ಗೆರೆ ಎಳೆಯುವುದು

ಕಂಪಾಸನ್ನು ಬಳಸಿ ವೃತ್ತ ರಚಿಸುವುದು

ಕೊಟ್ಟಿರುವ ತ್ರಿಭುಜ ಮತ್ತು ಆಯತಕೃತಿಯನ್ನು ಗಮನಿಸಿ ಅದರ ಗುಣ ಲಕ್ಷಣಗಳನ್ನು ಪಟ್ಟಿಮಾಡುವುದು

ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆಗಳ ಸಂಕಲನ ಮಾಡುವುದು

ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆಗಳ ಮೆಟ್ಟಿಲುಗಳನ್ನ ಇಳಿಕೆ ಕ್ರಮದಲ್ಲಿ ಬರೆಯುವುದು

ಮೌಖಿಕ ಪ್ರಶ್ನೆಗಳು:

ಕೊಟ್ಟಿರುವ ಸಂಖ್ಯೆಗಳ ಸ್ಥಾನ ಬೆಲೆ ಗುರುತಿಸಿ ಗಟ್ಟಿಯಾಗಿ ಓದುವುದು

12 ರಿಂತ 14 ರ ವರೆಗಿನ ಮಗ್ಗಿಯನ್ನು ಹೇಳಿಸುವುದು

ಗಣಿತ-

1. ಬೆಣೆಕಟ್ಟುನ್ನೋಡಿ ಸ್ಥಾನ ಬೆಲೆ ಗುರುತಿಸುವರು.

2. ಸ್ಥಾನ ಬೆಲೆ ಗುರುತಿಸಿ ಸಂಖ್ಯೆ ಬರೆಯುವರು

3. ಮಾದರಿಯಂತೆ ವಿಸ್ತರಿಸಿ ಬರೆಯುವರು

4. ಕೊಟ್ಟದತ್ತಾಂಶಗಳನ್ನು ಆರೋಹಣ ಕ್ರಮದಲ್ಲಿ ಬರೆಯುವರು

5. ಗಡಿಯಾರನೋಡಿ ಸಮಯ ಗುರುತಿಸುವರು

6. ಕೊಟ್ಟ ದತ್ತಾಂಶಗಳ ಸಂಕಲನ– ವ್ಯವಕಲನ ಮಾಡುವರು

7. ವೃತ್ತ, ಚೌಕ, ತ್ರಿಭುಜ, ಆಯತದ ಹೆಸರನ್ನು ಗುರುತಿಸುವರು

8. ಮೂರು ಅಂಕಿಗಳುಳ್ಳ ಸಂಖ್ಯಗಳನ್ನು ಅಕ್ಷರದಲ್ಲಿ ಬರೆಯುವರು

9. ಚಿತ್ರ ನೋಡಿ ಆಕೃತಿ ಹೆಸರಿಸುವರು

ಮೌಖಿಕ ಪ್ರಶ್ನೆಗಳು:

1. 3 ರಿಂದ 5 ರ ವರೆಗಿನ ಮಗ್ಗಿ ಹೇಳುವರು.

2. ನಿತ್ಯ ಜೀವನ ವ್ಯವಹಾರದಲ್ಲಿ ದಶಮಾಂಶ ಸಂಖ್ಯೆಗಳ ವ್ಯವಕಲನ ಮಾಡುವರು

3. ವರ್ಗಕ್ಕು ಇರುವಠಿತಹ ಕೋಣೆಯಲ್ಲಿನ ಆಚಿತುತ, ಚೌಕಗಳನ್ನು ಎಣಿಸಿ ಹೇಳುವರು

APPENDIX 16

SAMPLE TRANSCRIPTS FROM THE OBSERVATION OF CLASSROOM PROCESSES

GLPS Ankanahalli   **III standard**

Subject: The Earth
Concept: The Plants

The teacher entered the classroom and made the children to stand around her. She taught them a song about environmental conservation. i.e., the song was about the work that can be done to conserve earth, water, soil, forest. She made them understand the meaning of the song. The children also sang the song happily.

Teacher:	Teacher had selected the concept "Plants" from the subject "The Earth" for teaching. So, to test the previous knowledge present in the students about this concept teacher asked questions related to the different components of the environment.
Teacher:	How do the trees and the plants look like? (Students told the differences between the plants and trees.)
Students:	Plants are smaller and the trees are larger.
Students:	The trunk of the tree is bigger and the stem of the plant is smaller.
Teacher:	What do we call for the plants which climb?
Students:	They are called climbers.

The teacher wrote the question on the blackboard "Discuss and write the names of different plants, trees and climbers".
Teacher also made 3 columns on the board and wrote plants, trees and climbers in each column respectively.

Teacher divided the children into 3 groups, asked them to discuss and write the names of plants, trees and climbers to 1st, 2nd and 3rd group respectively

Students wrote the names of plants, trees and climbers and answered the teacher.

Teacher asked students to count the number of plants, trees and climbers they had listed.

Students counted and told the total number of each plant group.

Teacher wrote the names of plants, trees and climbers on the blackboard told by the children. Teacher asked the children to count the total number of names in each category.

Teacher called some children near the blackboard and made them to write the differences among the plants, trees and climbers.

Students identified the column on the board in which different names of climbers were written and classified them into flowering climbers, vegetable yielding climbers and fruit yielding climbers.

Each child in the class read the name of plants, trees and climbers using pointer scale written on the board by the teacher.

KALIKA YATNA

Subject: The Solar System

Time: 1 pm

Teacher made the children to sit in a circular manner in the classroom and asked the following questions with actions and gestures. "Is our earth rotating? Around what it is revolving?"

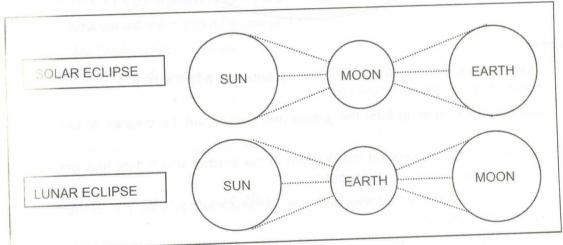|	
Students:	Earth is rotating and it is revolving round the Sun.
Teacher:	Not only earth, but also other 9 planets like Mercury, Venus, Mars, Saturn, Jupiter, Uranus, Neptune, Pluto revolve round the sun. This is called Solar system.
	(Teacher uses the globe to explain this concept)
	Teacher kept the candle on the table. He held the globe and rotated it around the candle and asked "Whether earth rotates from east to west or from west to east?"
	Students answered that earth rotates from west to east
Teacher:	He told that mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto are the 9 planets revolve round the Sun. Moon revolves round the earth and Sun has the capacity to attract all the planets of Solar system. He took a Whit ball (moon) and rotated it around the globe (earth)
Teacher:	Teacher closed the doors and windows and darkened the classroom. He told that Candle, white ball, and Globe represented Sun, Moon and Globe respectively.

So, when moon comes in between Sun and Earth, it is called solar eclipse.
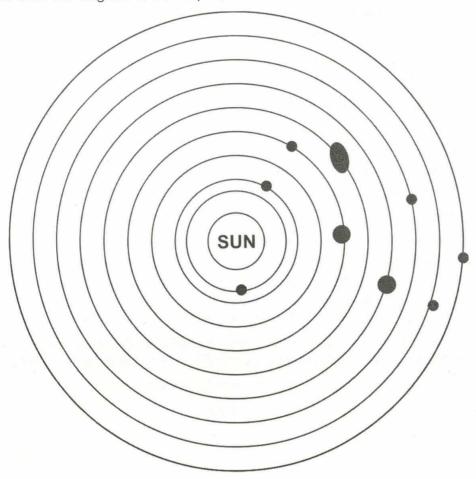
If earth comes in between Sun and moon it is called lunar eclipse.

Like this teacher taught the occurrence of eclipse.

Teacher wrote the diagram on the board as shown above and instructed children to write the diagram in their books.

Students drew the diagram of the eclipse, showed it to the teacher and got appreciation.

Teacher:

Teacher drew the diagram of the solar system and with the help of this she taught the different planets that revolve round the sun.

Teacher asked them to form the groups and then to writ the diagram of Solar eclipse and solar system.

Students wrote and showed the diagram to the teacher which they had written with the help of Pencils, Scale, eraser, and sharpener.

Teacher observed the diagrams and gave guidance and suggestions to the children. In this way class was concluded.

Subject: Public properties and Private properties

Teacher:	Teacher made the students to sit in lines in the classroom and told them to listen to the song that he is going to sing and then asked them to join him in singing the song.
	The song goes like this:
	"Roads, School, Street lights
	Taps, buses, Trains
	These belong not only to single person
	But to everyone"
Students:	Students joined the teacher in singing the song
Teacher:	What are the things did I mention in the song?
Students:	Public properties
Teacher:	Yes, Today we will discuss about Public properties and learn about that.
Teacher:	Teacher asked question to a student "Which are the public properties?"
Student:	School, Taps, Bus, Post office, Train, Street light, Plants, Trees, Bus stand, Railway station, Ration Shop, Hospitals, Roads Etc., (As this student was listing the public properties another student wrote these on the black board)
Teacher:	List some more examples for public properties.
Student:	Court, Anganawadi, Library
Teacher:	Another type of property along with Public property is private property.
	Now we will learn about Private properties.
	"My Rubber, Pencils, Books
	Mine, mine, Book is mine
	Mine, mine, this home is mine
	Mine, mine, this farm is mine…."
	In this way teacher taught about the Private properties
Students:	All the students sang the song along with the teacher.
Teacher:	Which are the private properties?
Students:	Farm, Home, Books, Vessels, Garden, Dog, Cows, Television, Table, etc.,
Teacher:	Teacher divided the students into two groups and named one group as Public property and another group as private property. Each property name was given to each student and the teacher asked them to group themselves as according to public property and private property
Teacher:	Teacher divided the students of the class into 4 groups;
	Kitturu Chennamma Group – How to protect private property?
	Sangolli Rayanna Group — How to protect Public property?
	Bendre Group – Which are the Private properties?

Kuvempu Group – Which are the Public properties?

Teacher gave a question to each group and asked them to discuss among themselves and write the answers on a sheet of paper.

Students: Students discussed among themselves in a group and answered the teacher's question

Group – I Sangolli Rayanna Group – How to protect Public property?

Student's answer: There are many uses from the public properties to people, police should protect people from thieves, we should not spit in buses, shouldn't break the glass panes, should plant the plants, protect the bore wells, should maintain cleanliness in bus stands etc.,

Students cited many examples like this.

Group – II Kitturu Chennamma Group – Why should we protect Private property?

Student's answer: Not everyone will have property. So, those who have property

Should protect to give it to their children, this will help them to

Lead a comfortable life. So with different examples they explained

The need to protect the private property.

Group – III and Group IV: Which are the public and the Private properties?

Teacher: Teacher gave suggestion to all the group members and also discusses with them about their answers and also corrected their mistakes.

Students: The leaders of all the 4 groups read out those answers which they had discussed in groups. (Those answers are mentioned earlier) The answers which were missed by the group was answered by the other groups.

Teacher: Teacher praised the answers given by different groups and also rectified the mistakes e.g. A student pronounced Amblesh for Ambulance.

Students: All the students filed their work sheets in their files. The class was concluded in this way.

APPENDIX 17
School Observation Feedback Form

School:

Date:

Teacher:

Class strength

Teacher observation	Observations and feedback	Student observation	Observations and feedback
The teacher is able to perceive the individual differences among children		1. Are the students able to ask questions to seek more information and clarify doubts	
1. Does the teacher document observations during the learning process?		2. Are the students able to explain the 'why' of what ever they have done in class?	
2. Does the teacher reflect and make qualitative remarks in the learner's portfolio?		3. Are the students able to give examples and explain concepts in their own words?	
3. Has follow up on the 'support needed' (as per portfolio remarks) been done by the teacher?		4. Are the students able to work in learner groups? [share, support and seek support]	
4. Does the teacher use learning materials appropriate to the theme and context of the class		5. Are the students able to follow instructions?	

An articulation has been made in the project to envision a Kalika Yatna classroom. As a result of this articulation, some indicators have been identified for a classroom and they are as follows:

Some indicators to look for in a KALIKA YATNA classroom

Aspects	Teacher Indicators	Aspects	Students Indicators
Facilitation skills	• Selects theme based on the local experience of children • Connects related concepts to the theme • Uses a variety of appropriate strategies to encourage students' development of critical thinking, problem solving and performance skills • Matches strategies to achieve the selected objectives • Creates instructional opportunities that are adapted to diverse learners	Academic	• Ask questions • Brainstorm possible alternatives· Look for information • Experiment with materials • Collect and organize data • Select appropriate resources • Evaluate and debate choices • Explain and give examples • Develop new insights and connec to previous learning • Make decisions • Apply knowledge and skills • Review and critique solutions
Classroom environment	• Allows for students active involvement in class • Maintains a non competitive and supportive interaction in class· Uses lot of resources • Maintains cleanliness • High energy level [activity based experiences]	Social	• Share resources, information and ideas • Discuss solutions with others • Utilize peer evaluation and feedback • Lead team and be a team follower· Allow for individual differences and respect others views
Relationship with students	• Has positive interactions with children • Is aware of student preferences, learning styles and factors that hinder/ prevent learning	Procedural skills	
Documentation skills	• Is regular in maintaining records[daily observation forms, self assessment forms] • Maintains copies of 'teacher plans' prepared in the collectives • Maintains record of information gathered by children for each theme in the 'children's work' file • Provides specific and individualized written feedback to each child in his/ her portfolio • Is able to monitor the movement of the child from where s/he was	Process skills	
Attitudinal change	• willingness to learn and implement new initiatives • willing to share personal learnings with other teachers in the collectives • is able to involve in self assessment • is able to defend and explain reasons for new changes brought in	Self directed learner	• Feel the need to acquire literacy skills • Set their own goals and standards • Are able to sustain interest in whatever they are doing